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RESOURCES FOR SCHOOLS

MASSACHUSETTS
DEPARTMENT
OF EDUCATION

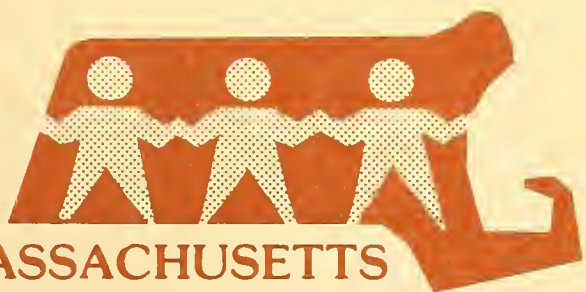
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#20 STRATEGIES AND RESOURCES FOR PROMOTING EQUITY IN VOCATIONAL EDUCATION

DOE



MASSACHUSETTS
DISSEMINATION
PROJECT

AUTUMN 1980

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Division of Occupational Education



The Commonwealth of Massachusetts

Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

ERRATA SHEET

for
STRATEGIES AND RESOURCES FOR PROMOTING EQUITY IN VOCATIONAL EDUCATION;
#20 of the RESOURCES FOR SCHOOLS, produced by the Massachusetts Dissemin-
ation Project of the Massachusetts Department of Education,
Autumn, 1980.

Please make note of the following errors and additional information:

- P.25 Funding: Project OPTION operated on a \$14,000 P.L.94-482
grant, not \$140,000 as stated.
- P.32 For additional information on student support groups,
contact the Educational Equity Unit, Division of Occupa-
tional Education, Massachusetts Department of Education,
Boston 02116, (617)727-8140.
- P.35 The program component, Recruitment and Outreach should
read, Recruitment, Outreach and Supportive Services .

STRATEGIES AND RESOURCES FOR PROMOTING EQUITY IN VOCATIONAL EDUCATION

BY

SCHEMA INC.

Sandra Bromfield
James A. Kilmurray

EDITED AND PRODUCED BY

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Maureen V. Lynch, former Sex Equity Coordinator

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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resource materials for school programs and services;
- to assist the Department of Education and its six regional centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has a staff member who maintains contact with project activities and works with regional staff to improve information and dissemination services within the center. Ultimately, the regional centers function as switchboards--at times providing services directly to schools, at other times connecting them with the many resources existing beyond the Department of Education. The development of this series, as its name suggests, is one way the project is helping to make these connections.

Please contact a member of the project staff listed on the preceding page for more information about the Massachusetts Dissemination Project or other *RESOURCES FOR SCHOOLS* publications currently available. A listing of the regional education centers included inside the back cover provides easy reference to the center nearest you.



The Commonwealth of Massachusetts

Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

October 15, 1980

Dear Colleague:

Educators today, especially those involved in occupational/vocational education, face the dual challenge of training a skilled work force to meet the demands of a dynamic technological age and equalizing educational opportunity to potential members of that work force who have been excluded or under-represented in the past. Daily, advancing technology is breaking down our stereotypes of the impossible on the scientific and industrial fronts. Likewise, economic and social changes are causing us to re-examine our assumptions about people, their roles and capabilities regarding the types of jobs they can perform.

It is our hope that the information included in this booklet will assist you in developing programs and activities which will open up vocational education opportunities to all groups, and empower our youth with the information and skills they need to make career choices based on their interests and abilities.

Sincerely,

A handwritten signature in dark ink, appearing to read "David F. Cronin", written over a large, stylized circular flourish.

David F. Cronin
Associate Commissioner
Division of Occupational Education

/mds

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INTRODUCTION

This guide has been developed to help teachers, counselors, and other vocational educators develop programs that increase access to vocational opportunities for females, minorities, disadvantaged and handicapped students, and students with special needs or limited English proficiency within Massachusetts. The following questions provide a framework for addressing access and opportunity in vocational education.

1. What are the issues involved in providing equal access to vocational education opportunities for underserved and unserved populations?
2. What are some possible strategies and programs which can be utilized to promote equal access?
3. How may these issues be addressed through the funding priorities of the Division of Occupational Education?

This publication was prepared for practitioners charged with implementing the law and facilitating positive change in schools. It is designed as a planning guide for affirmative programming; as a reference to measure your growth and progress in achieving equal opportunity; as a resource for ideas, strategies, and programs; and as an opportunity for meeting the challenge of promoting equal access for all students.

There are many individuals without whose encouragement and assistance this publication would not have been possible. From the Division of Occupational Education special thanks go to former Sex Equity Coordinator, Maureen V. Lynch, who initiated the development of this manual; and Susan Dinga, Bilingual Vocational Education Specialist, whose patience, help, and advice were instrumental in getting it finished. Without the aid of Cecilia DiBella of the Massachusetts Dissemination Project, little could have been accomplished. Thanks go to the following individuals who selected programs described in the manual and/or reviewed earlier drafts: Mia Louik, Bureau of Equal Education Opportunity; Seth Cofield, Bureau of Special Education, Division of Occupational Education; Shirley McLean, Central Massachusetts Regional Education Center; Beverly Lydiard, Munuteman Regional Vocational Technical School; Louise Bonar, Women's Vocational Education Coalition; and Susan Riley, Shawsheen Vocational Technical School. No treatment of this topic would be complete without particular mention and special recognition of the contributions made by Lynn Hagar, former Equity Coordinator for the Division. Her unswerving commitment to equity issues in vocational education laid the groundwork for the progress visible today.



STRATEGIES FOR PROMOTING EQUAL ACCESS

One of the greatest challenges now facing education is creating an environment which will expand life and career options for underserved student populations. For many years schools have not equally served all students. Female, minority, handicapped, disadvantaged, and students with limited English proficiency have encountered barriers which limit the range of educational, occupational, and life options available to them. These facts* underscore this reality:

- women currently earn 59¢ for every \$1.00 earned by men;
- Hispanics in 1977 were more concentrated in lower paid, less skilled occupations than the overall work force;
- fully employed white males earned an average of \$15,230 in 1977 while minority males earned \$11,053;
- seventy percent of all working women are concentrated in jobs in three occupational groups that offer low pay, little status, low skill requirements, and offer little chance for advancement;
- one out of seven families in the United States is headed by a female; one out of three minority families is headed by a woman;
- in 1977 fully employed white females earned an average of \$8,787 while minority females earned \$8,385.

Vocational education programs nationwide mirror these inequities. Females continue to be concentrated in traditional consumer/homemaking and office occupations and underrepresented in traditional male dominated programs. Students of limited English proficiency continue to be served in small numbers. Special needs students, especially in higher prototypes, continue to face barriers to vocational education programs.

Equalizing educational opportunity for underserved groups is no longer a choice; it is a mandate under the Office of Civil Rights Guidelines for Vocational Education, Section 504, Title IX, Chapter 622. With the passage of federal and state legislation prohibiting discrimination and encouraging remedial activities, educators are now taking a serious look at the complex network of forces which have resulted in discriminatory patterns, many of which are still present in most schools. Access to vocational education programs for all students in Massachusetts has progressed, but much remains to be accomplished.

* Statistics supplied by the United States Department of Labor, Employment Standards Administration, 1978.

Promoting equal access can be achieved through a variety of programmatic approaches. The strategies presented here are not programs, but are possible program components. Some may be employed alone, but a combination of several usually creates a more effective program. These strategies can be adapted to meet the needs of virtually any school or population since the underrepresented groups often face common barriers in gaining access to vocational education programs.

The strategies address three critical areas:

1. Recruitment into Vocational programs
2. Reduction of stereotyping within programs
3. Support services for nontraditional, minority, and handicapped students

Strategies were primarily drawn from the Admissions Update Manual developed by the Massachusetts Department of Education, Division of Occupational Education; and the Final Conference Report of the Staff Development Project for Equal Access to Occupational Education prepared by New Environments for Women in August, 1978.

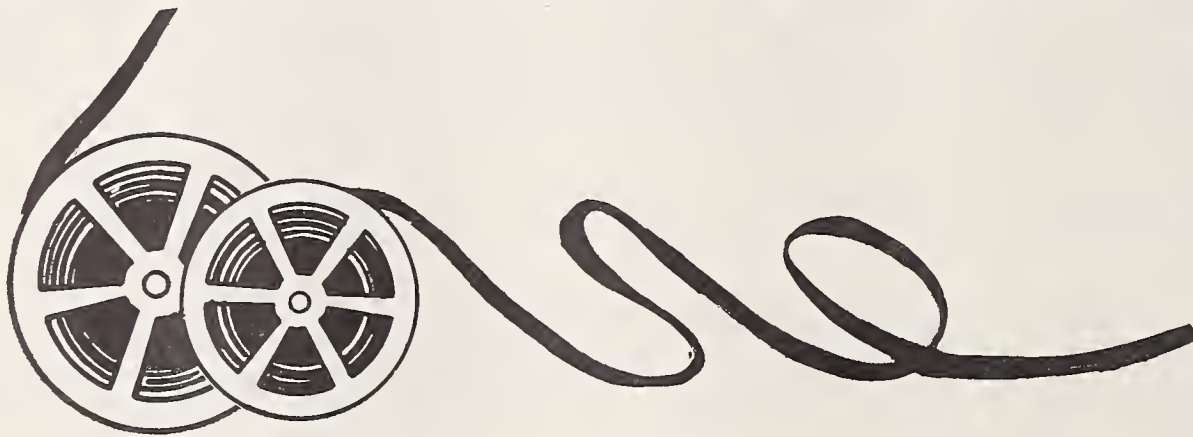
Recruitment into Vocational Programs

Outreach to Junior High/Middle School Students

- Present all vocational options to both male and female students.
- Place newspaper advertisements that invite and encourage all interested and qualified students to participate. If your area has a foreign language, ethnic or special interest group newspaper or newsletter, advertise in it to attract racial and linguistic minorities and handicapped students.
- Design a brochure featuring male, female, minority, and handicapped populations in vocational education and industrial settings. Indicate the advantages and disadvantages of entering each trade such as: salaries, advancement opportunities, working conditions, etc. Be sure to include success stories about former students who have entered nontraditional fields. In areas where there is a community of national origin minorities, promotional literature must be distributed in the language of the group(s).
- Arrange speaking engagements by vocational counselors stressing nontraditional options.
- Arrange speaking engagements by black and/or bilingual/bicultural counselors and/or role models to reach both minority and handicapped populations regarding increasing awareness of the opportunities resulting from a vocational education.
- Hold a special shop open house during such times as Vocational Education Week, or a Career Day. Provide demonstrations and other activities to give students a better understanding of the aptitudes and skills needed. Urge young women and members of other underrepresented groups to attend.



- Visit middle school industrial arts classes or occupational orientation classes to tell them about opportunities in vocational and technical classes and the types of interests needed by men and women to succeed in these areas. Invite them to visit your shop or lab. During such visits allow time for students to interact with prospective students of the same group.
- Prepare bulletin board displays in industrial arts classrooms featuring pictures of students doing vocational shop work. Make sure that females and minorities are represented in non-stereotyped roles.
- Produce a slide/tape, video tape, or other media presentation about the vocational school and its programs. Avoid showing stereotyped pictures. Have students in nontraditional shops attend the audio visual presentations in the middle and junior high schools to speak with students in small groups, about their work in the shop. In schools where there are significant numbers of national origin minority students such as Spanish and Portuguese, a bilingual/bicultural person should present the slide presentation to those students and preferably in the native language. Media presentations should be kept up-to-date. Presenting students' friends on screen working in a shop, is a highly motivating recruitment tactic which is effective with linguistic minorities.

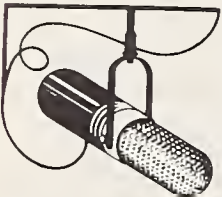


- Have handicapped, racial and linguistic minority students, and students in nontraditional programs assist the guidance counselor's presentation at school assemblies.
- Offer an exploratory program for eighth grade students who have expressed an interest in attending the vocational school. During this program, students should be exposed to nontraditional as well as traditional career opportunities.
- Since career choices begin in the early grades, youngsters expressing an interest in the vocational school could be invited to spend a day or early evening at the facility to become familiar with shop offerings. Parents should be encouraged to accompany their children during these visits.

Outreach to Parents of Junior High/Middle School Students

- Develop an intensive public relations campaign involving ongoing news releases, articles and interviews stressing the opportunities available through vocational/technical education with particular emphasis on the underrepresented student, and the new and changing opportunities available in the future.
- In districts where there are black or other racial minority students, contact community based minority group organizations and gain their assistance in sponsoring a parent's night. In those districts with black and Hispanic students enrolled in the METCO, Inc. program, (a voluntary desegregation program) contact the Boston based METCO director and/or the school district's METCO coordinator to make presentations at their regularly scheduled parents' meetings. Make sure that your presentation responds to black parents' concerns regarding future employment opportunities, entrance into unions, and preparation for further post-secondary training in technical schools.
- If your school system sends a newsletter to parents, submit stories about course offerings and students enrolled in nontraditional programs.
- Disseminate information through a newsletter or brochure to parents and community groups on expanding career options. In areas where there is a community of national origin minorities, such information must be available in the native language. Particular attention should be paid to the economic advantages of completing a certain level of education since many minority students are under a great deal of pressure at age 16 to work and contribute to the family income rather than continue their education.
- Develop workshops to assist parents in helping their children make career decisions. Work with the local parent advisory council to design such workshops for linguistic minority parents. Be sure to include the cultural factors which impact on career decision-making, such as attitudes toward work, home, and family.
- Ideas for Parent's Night:
 - Assembly presentation on career options.
 - Panel of students in nontraditional shops.
 - Slides showing students at work in nontraditional shops and/or former students in nontraditional fields.
 - Films on nontraditional careers.



- Student guides from nontraditional shops to talk informally with parents as they tour the school.
- Small group sessions for parents of handicapped and minority students. Where linguistic minorities are involved, a bilingual/bicultural person should make the presentation in the language of the parents.
- If your school district has a transitional bilingual education (TBE) program, contact the chairperson of the parent advisory council (PAC) and present a slide show at one of the PAC meetings. It is preferable to have a bilingual/bicultural person make the presentation in the native language. Promotional material in the native language(s) should also be distributed.
-  Encourage local television and radio stations targeted for black, linguistic minority, and handicapped populations to include information about occupational education opportunities in their public affairs programming.
- Show videotapes about vocational programs on local cable television.

Involvement of Junior High/Middle School Teachers, Counselors, and Administrators in the Recruitment Process

- Invite junior high teachers, counselors, administrators, bilingual and resource room staff to visit the shops. Ask these teachers to identify students at the middle school who might be interested in occupational education. Provide literature on various careers.
- Have middle school parents and teachers chaperone field trips to the vocational school so that they can see the facility and speak to instructors.
- Develop hands-on exploratory programs for parents and middle school staff in vocational/technical shops.
- Form a district-wide committee or task force to deal with vocational/technical recruitment and career education planning. Members of local PAC groups and other community groups should be represented. Work to coordinate efforts in areas such as needs assessment, career exploration, and course selection for all underserved populations.
- Encourage feeder schools to publicize expanding career options through bulletin boards, classroom presentations, assemblies, and brochures available in the guidance department and lobbies. If the feeder school has a group of bilingual students, all displays and activities should be in their native language.

- Develop an orientation workshop for teachers, especially bilingual and special education teachers to alert them to vocational education opportunities for the students in their geographic area.



Involvement of Community Members, Especially Potential Employers, in the Recruitment Process

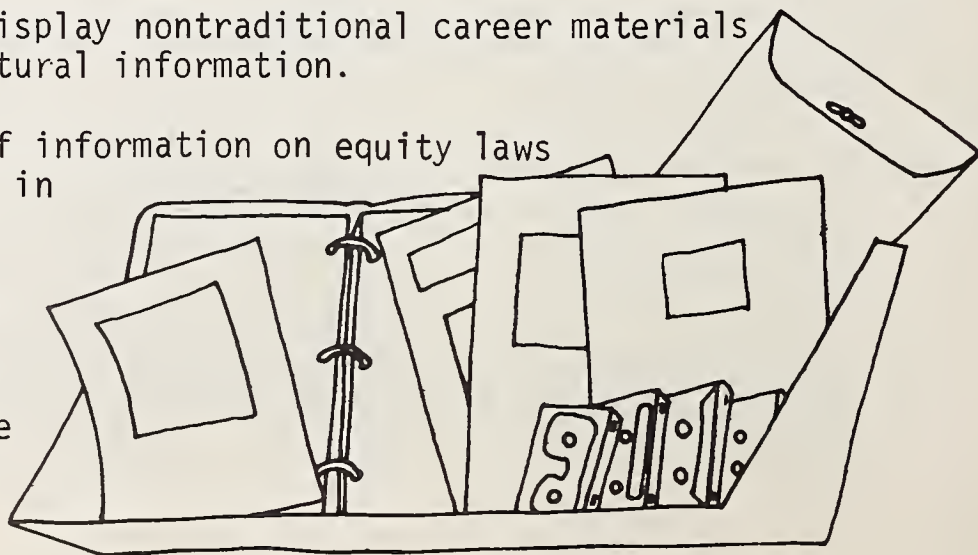
- For recruitment purposes, compile a publication about the major employers of the vocational school's graduates and include such information as salaries, fringe benefits, job opportunities, and former students employed in nontraditional fields. Ensure that potential employers do not discriminate on the basis of race, sex, national origin, color, religion, or handicap in their hiring and recruitment practices.
- Set up job site visits for students who are considering enrolling in your class. Let them see the employment conditions and talk to employers and employees.
- Use the industrial and business community as resources for assemblies, career days, and career exploration; especially those which can provide handicapped, minority or nontraditional career role models.
- Ensure that all advisory councils include minorities, members of both sexes and handicapped individuals who can be advocates for vocational opportunities.
- Use neighborhood churches to disseminate vocational information to students and parents and to sponsor student and parent seminars and conferences on vocational program offerings, job opportunities, and future educational opportunities.
- Obtain male, female, minority, and handicapped volunteers from business, labor, industry and agriculture to serve as resource persons for in-service training of staff, teachers and counselors on new career options.

- Offer vocational facilities as a meeting place for clubs and organizations. Provide programs for these organizations which will create an awareness of the opportunities in vocational education.
- Obtain brochures, films, and career information that show men and women in nontraditional occupations and minority and handicapped individuals in business, labor, industry, and agriculture. Use materials in resource centers and instructional programs.

Reduction of Stereotyping Within Programs

Review Curriculum and Instructional Materials for Stereotyping and Bias

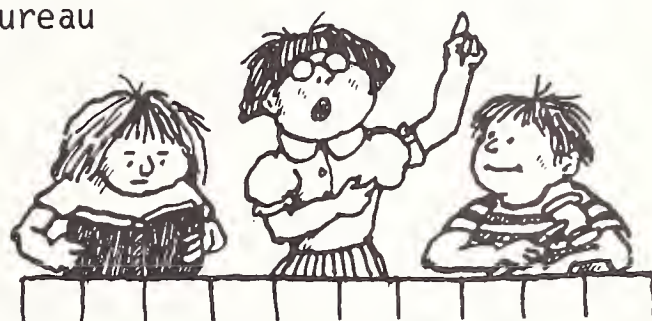
- Make sure that pamphlets, student handbooks, and course titles do not contain language suggesting a course is designed for only one sex or racial group.
- Look at curriculum materials, tests, bulletin boards, and textbooks that are used in your school and develop criteria for selecting materials free from sex, racial or handicapped stereotyping.
- Review your instructional materials for evidence of sex/racial bias. If revisions cannot be made in the materials to eliminate this bias, call the questionable items to the students' attention or develop supplementary materials. This will increase awareness of bias and stereotyping.
- Request the purchase of selected non-sexist and multi-cultural films and learning packets on sex bias and stereotyping that could be used on an ongoing basis in academic and vocational classes. Contact the Department of Education regional 622 coordinator for a copy of A Bibliography of Multicultural and Non-Sexist Resource Materials.
- Utilize the library, resource center or career information center at the school to disseminate and display nontraditional career materials and non-sexist and multicultural information.
- Maintain a bulletin board of information on equity laws and pictures of role models in nontraditional careers.
- Use films/filmstrips, group discussions, observations and role plays to create awareness of male and female roles in today's society.



- Many classroom activities designed to focus on bias and stereotyping can be found in the Project OPTION Final Report/Handbook. Contact John McDermott, Area Coordinator, Shawsheen Tech, at (617) 667-2111. Some of the topics included are: Opinionnaire on Sex Roles, Attitude Toward Sex Roles Survey, Women in the Civil War, Unit for High School English, Awareness of Sex Bias in the Media, What's My Line?, Career Choices for Men and Women, Women's Work, and Dare to be Different.

Design Student Programs to Reduce Stereotyping and Bias

- Present a unit on careers in nontraditional fields during ninth grade exploratory sessions.
- Let students brainstorm activities that will increase their understanding of bias and reduce stereotyping within the school. For example, analyze present school practices, hold assembly programs, sponsor a poster contest, or organize a "Nontraditional Student of the Week" program.
- Establish a student Chapter 622/Title IX advisory committee and/or involve students as members in staff Chapter 622/Title IX committees for their recommendations on problems of sex bias, racial, or linguistic minority discrimination. Where there are minority students, try to facilitate their representation on these committees.
- Invite students from the Department's Bureau of Student Services to speak to student groups on Chapter 622 and Title IX.
- Offer workshops on such topics as:
 - Self awareness
 - Careers of tomorrow
 - Life and career planning skills
 - Current and future opportunities and earnings in the labor market
 - Reasons to consider nontraditional opportunities
 - Problems to overcome in the pursuit of nontraditional opportunities
 - Vocational preparation needed for nontraditional fields
- Offer a co-educational career exploratory or "shadowing" program for all ninth grade students with emphasis on nontraditional trade areas, and follow up with the guidance staff either through individual or group meetings.



Inservice Staff Training

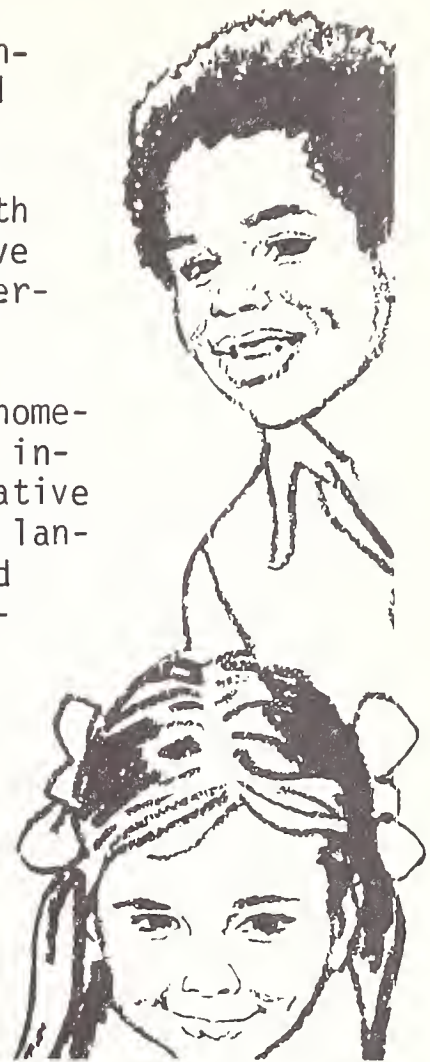
- Provide inservice seminars for teachers and counselors on industry and job market options, changing work and family roles, and non-stereotyped and non-biased counseling and support services.
- Develop a program for instructional staff focusing on individual attitudes and the subtle ways in which they are part of an instructor's classroom teaching methods. Invite teachers who have already had "mixed" classes to share their experiences about student abilities and discipline situations.
- If your school has an influx of new cultural groups of students, workshops on cross cultural communication are often helpful in increasing awareness of possible areas of cultural conflict and ways of dealing with them.
- Provide hands-on shop and career exploratory programs for teachers and counselors to broaden their acceptance of nontraditional choices by students.
- Utilize teachers with expertise in working with underserved students as resources in the design and implementation of inservice training programs.

Support Services for Nontraditional, Minority, and Handicapped Students

Counseling

- Prior to their arrival, conduct a needs assessment of all entering non-traditional and minority students to determine any problems they might encounter. National origin minority students should be tested for language dominance and proficiency.
- Establish a counseling program with elements that address school, study, career planning, and placement problems which are unique to the nontraditional, minority and handicapped student.
- Encourage discussion of changing work and family roles for both sexes, with emphasis on the occupation being studied.

- Design inservice workshops for counselors about the in-school and out-of-school needs and problems of special populations.
- Counselors must be able to communicate effectively with national origin minority students and students who have hearing impairments. Bilingual counselors and/or interpreters must be available for such students.
- When dealing with national origin minority students, home-school contact is especially important. Keep parents informed through communications simply written in the native language and phone calls by someone proficient in the language. Communication helps to involve the parents and reduces the fear and alienation often felt by linguistically and culturally different people toward our institutions.
- Train peer counselors to run student support groups for handicapped, minority, linguistically different students and students in nontraditional programs.



Programmatic

- Develop resource facilities and adaptive devices for equipment to meet the needs of handicapped, limited English proficient, and special needs students.
- Develop volunteer tutoring programs for limited English-speaking students, or pair them with bilingual students.
- Conduct workshops for instructors on the infusion of bilingual education into standard curriculum to reduce isolation of linguistically different students.
- Develop pre-vocational training curricula in comprehensive schools to improve access to vocational programs.
- Develop a team-teaching approach among special education, bilingual, and English-as-a-Second-Language teachers.

Community

- Develop a public information campaign directed at parents and the community about rights, problems and abilities of underserved students through feature articles in local newspapers, interviews on radio, and presentations to local groups.
- Organize a local human rights committee composed of parent, industry, business and church representatives to promote equal education opportunities for all groups.

Involvement of Role Models

- Locate women, minorities and handicapped persons in your community who are working in nontraditional fields and invite them to speak to a class, to assist in recruitment activities, or to be a resource to a particular group.
- Actively recruit female and minority shop teachers for trade and technical fields.
- Utilize nontraditional and minority role models as speakers on parent's nights.



Job Placement Assistance

- Work with employers to place underserved students in nontraditional jobs, and in work-study and cooperative work experience programs.

- Strengthen Job Placement Procedures

- Inform all cooperating agencies and employers that it is not only illegal for public schools to cooperate with any that discriminate, but also that your schools are involved in affirmative programs for both training and employment.
- Be prepared to personally endorse your nontraditional minority and/or handicapped students, and provide follow-up activities to help with any difficulties they may encounter on the job.



PROGRAMS FOR PROMOTING EQUAL ACCESS

The programs described in this section were selected from a state-wide search and review of programs conducted by the Division of Occupational Education during the Spring of 1980. Programs reflect various ways that the strategies for promoting equal access have been combined into programs which serve specific underserved populations, or a combination of populations.



TITLE: ENTRY-LEVEL EMPLOYMENT SKILLS FOR MULTIHANDICAPPED
DEAF STUDENTS

Jackson Mann: Horace Mann Unit for the Deaf
40 Armington Street
Allston, MA 02134

CONTACT PERSON: Patrice DiNatale, Principal
Tel. (617) 787-5313

- OBJECTIVES:
1. To develop the skills and knowledge of multi-handicapped students to enable them to obtain a job in Electromechanical Technology, Food, Business and Office, or Communications.
 2. To develop communication skills appropriate to specific job situations.
 3. To help students examine and use information related to career decision-making.
 4. To increase the understanding of employers of the capabilities and special needs of deaf employees.

DESCRIPTION: This full-time program was designed specifically to meet the needs of a target group which requires constant tutoring, frequent counseling, and close supervision in order to acquire the necessary language and social maturity needed to become employable. It is staffed by one occupational specialist, three vocational instructors, and one special needs counselor/community liaison.

Students are enrolled for a minimum of two and one half hours each day in vocational skill training. They also participate in an "Occupational Information" course for forty-five minutes daily. The curriculum covers: responsibilities and duties of the particular job for which the student is being trained, information about promotional opportunities and necessary qualifications, field trips to job sites, and social service resources available to the deaf person.

Each week students participate in a two hour group counseling session which concentrates on the communication skills necessary for sustained employment. They learn to deal with on-the-job problems and interpersonal relations between employer and employee. During their senior year, students are placed in a work-study job situation.

IMPACT: All graduates of the program are now employed full-time on jobs for which they were trained.

FUNDING: A P. L. 94-482 grant of \$22,688 per year supports this program.

TITLE:

EVALUATION OF CURRICULUM

Minuteman Regional Vocational Technical High School
Marrett Road
Lexington, MA 02173

CONTACT
PERSON:

Linda Upton, Master Teacher
Tel. (617) 861-6500 (Ext. 341)

OBJECTIVES:

1. To examine the Culinary Arts curriculum for sex/race bias.
2. To develop strategies for identifying and counter-acting bias.
3. To document results in a training manual.

DESCRIPTION:

This project approached curriculum evaluation in four different ways. Weekly inservice training sessions for culinary arts instructors were conducted by a consultant. Topics included were the examination and study of reference materials including guides for evaluation of curriculum; specific laws; career education; career opportunities in culinary arts for males and females; problems women and minorities encounter in the occupational area; techniques for identifying bias in the curriculum; and strategies for correcting bias. The training consultant also attended shop classes and identified areas where females and minorities might encounter problems because of "hidden curricula" that reinforce bias and stereotyping. Follow-up meetings with individual instructors were held and the consultant provided feedback on observations.

Affirmative techniques to counteract bias were devised. Finally, a manual was written for other instructors in the culinary arts field.

The project operated on twelve one and one half hour weekly group meetings and three to four monthly meetings with individual instructors.

IMPACT:

Through this project, strategies to counteract stereotyping and bias have been introduced into the culinary arts program without significantly changing content covered or altering the operation of the shop. Since affirmative action to counteract stereotyping and bias requires minimal effort on the part of teaching staff, other shop instructors expressed a willingness to participate in similar programs. By June 1981 instructors in all vocational areas in the school will receive similar training.

FUNDING:

The program operated on a \$3,000 Commonwealth Inservice Institute grant.

TITLE : FOOD AND NUTRITION III

Billerica Memorial High School
River Street
Billerica, MA 01821

CONTACT PERSON: Michael Oullette, Career Education Director
Tel. (617) 667-7863

OBJECTIVES:

1. To make students aware of sex bias and stereotyping in homemaking roles and occupations in the food industry.
2. To teach students consumer education skills in foods and nutrition.

DESCRIPTION: This elective course for junior and senior high school students is designed to develop survival skills, an awareness of consumer issues, and awareness of detrimental effects of stereotyping females and males. Food and Nutrition III is an adaptation and expansion of the home economics curriculum and includes emphasis on occupational education and sex stereotyping in occupations related to the food industry.

Students study nutrition and food preparation in two forty-three minute classes of theory and three forty-three minute classes of laboratory work per week for one semester. Methodology for the course includes hands-on assignments in budgeting, menu planning, marketing and meal preparation. Students work in female/male teams, sharing roles and jobs equally. Each day they prepare lunch for teachers in the school and are responsible for all aspects of the planning and preparation of those meals. Proceeds from the lunches go toward expenses for a field trip to a large restaurant. Here students learn about occupations related to the food industry. The students also learn how to write a resume and apply for a job.

IMPACT: This program increased the number of males enrolled in home economics. In addition, all students have become better consumers with respect to food purchasing; are more aware of jobs available and skills required for employment in the food industry; and are more aware of nutritional needs for specific age levels.

After participating in the program a few male students elected to attend Shawsheen Valley Tech's Senior Skills Program and enrolled in the Culinary Arts Program during the last half of their senior year.

FUNDING: The operating budget for this program is \$3,070. It was originally funded by a P. L. 94-482 grant.

TITLE: LIFE STYLES

Rockport High School
Jerdens Lane
Rockport, MA 01966

CONTACT PERSON: Judith Denham, Home Economics Teacher
Tel. (617) 546-2114

OBJECTIVES: 1. To develop skills in communication, parenting, and budgeting through a Family Living Class.
2. To help students relate positively to others and cope with a variety of real life situations.

DESCRIPTION: Life Styles is a course in family living for high school seniors. It provides students with a knowledge of decision-making and a sensitivity to the personal and family issues that are necessary for living in today's complex world. An interdisciplinary offering between the home economics and science departments, the course is taught by a male/female team. It consists of five fifty minute class periods each week for one semester.

Methodology used to teach the course was developed by teachers from both departments. Situations requiring decision-making, problem-solving, communication and negotiation skills are presented in realistic fashion using the community's resources. Topics covered include: introspection, sex and sexuality, interpersonal relations, marriage, death, parenting, and budgeting. Students work as partners, sharing equally in roles or jobs that are often traditionally done by one sex or the other. Typical tasks are preparing resumes, job hunting, planning menus and meals, and planning a wedding.

IMPACT: In the past, only females selected family living classes at Rockport High School. Since the inception of this course four years ago, both males and females are now prepared for the dual role of homemaker/wage earner. At the end of the course students complete an extensive questionnaire. Life Styles is often rated as the most valuable course offered at the High School.

FUNDING: The operating budget for this course is \$300 per year for non-teaching financial requirements. It is funded by a P. L. 94-482 grant.

TITLE:

PROJECT OPEN DOOR

Greater Lawrence Regional Vocational Technical School
57 River Road
Andover, MA 01810

CONTACT
PERSON:

Modesto Maldonado, Bilingual Coordinator/Counselor.
Tel. (617) 687-4505

OBJECTIVES:

1. To provide eighth grade Hispanic students with the opportunity to explore shop areas.
2. To provide monolingual English speaking teachers with the opportunity to work with and become familiar with Hispanic students.
3. To recruit Hispanic students.

DESCRIPTION:

Project Open Door was an after school exploratory program, scheduled between 3:00 and 5:15 p.m., four days per week each semester. Approximately 150 students, mostly Hispanics, participated. Staff consisted of sixteen monolingual shop instructors, one bilingual interpreter, and one bilingual tool crib attendant per shop area. The bilingual counselor coordinated the program. The interpreters were day school students from the various shop areas who were paid by the grant. Four shop areas operated during each two week period. Students could explore up to twelve shop areas. They spent two weeks in the shop selected and completed a short project during that time.

A slide presentation was developed for recruiting Hispanic students. Slides depicted Hispanic and other students in the shop areas. It was presented to local eighth grade students by the bilingual counselor in Spanish. The slide presentation was also shown at a parent advisory council meeting.

A Spanish/English application form was developed and distributed to interested students who returned them to their junior high schools. Parents were then notified in Spanish of their youngster's desire to participate in the program, how the program was to be run, and what their responsibility to the program was.

Once the first group of students enrolled in the program, the slide show was revised to include their pictures. This new show was shown to a new group of eighth graders and the parents advisory council to recruit students for the next session. The effect of seeing one's friends or children on the screen made the second recruitment cycle much easier. In fact, recruitment of Hispanics increased so much that the program was opened to other students.

The counselor/recruiter plays an important role in the success of the program. S/he makes the initial contact with the students and is a constant visitor in the various shops. Students interested in applying to the school speak with the counselor and when they enter the school s/he is their counselor.

IMPACT:

When the program was instituted in 1977 there were only twenty-five Hispanics in the school. Today there are almost three hundred.

Project Open Door was so successful in recruiting students to the school and creating a positive environment that it was not necessary to implement the program every year. The students publicized the school themselves, by encouraging their friends to apply. An additional, somewhat unanticipated, outcome was that parents became more aware of the vocational education opportunities at the school and began enrolling in evening programs in greater numbers.

FUNDING: The operating budget for this program was \$41,000, originally funded by a P. L. 94-482 grant. It is now locally funded.

TITLE: PROJECT OPTION (OPENING PEOPLE TO INCREASING OPPORTUNITIES NOW)

Shawsheen Valley Regional Vocational Technical School
100 Cook Street
Billerica, MA 01866

CONTACT John McDermott, Area Coordinator
PERSON: Tel. (617) 667-2111

OBJECTIVES: 1. To reduce the influence of sex-role stereotyping on student career choice.

 2. To increase student, parent, educator and community awareness of the negative consequences of sex bias.

 3. To promote sex fair and sex affirmative teaching strategies and programs.

 4. To increase the female enrollment at Shawsheen Tech.

DESCRIPTION: Project OPTION is a regional effort to deal with equal access issues in the vocational school district. It involves two middle schools: Francis Wyman and Burlington and Marshall, both in Billerica. Several activities were carried out to achieve the program's objectives: student/parent/teacher attitude surveys; awareness workshops for teachers and the Title IX/Chapter 622 Advisory Committee; and information sessions for middle school students concerning careers and nontraditional fields. In addition, a resource center for nonsexist materials was established and a support group for students enrolled in nontraditional vocational programs was organized.

Project OPTION operates on the general philosophy that a comprehensive approach is needed to reduce the negative influences of sex-role stereotyping and bias on student career choice.

IMPACT: Since it began two and one half years ago, evaluation activities were included for each aspect of the program. The impact is fully described in the Project OPTION Final Report/Handbook which is available from John McDermott.

FUNDING: Project OPTION operated on a \$140,000 P. L. 94-482 grant.

TITLE: PROJECT PLACE

Franklin County Technical School
Turners Falls, MA 01376

CONTACT PERSON: Patricia Bassett, Special Education Placement Counselor
Tel. (413) 863-9561

OBJECTIVES:

1. To determine the necessary skills for employing special needs students, grades nine through twelve.
2. To develop shop related curriculum that provides students with employable skills.
3. To gather manpower information on employment opportunities for special needs students, develop job sites, and place students in these jobs.

DESCRIPTION: Project Place provides direct educational services and ultimately a job for 150 special needs students enrolled at Franklin County Tech. Staff consists of one full-time counselor, one part-time counselor, and one part-time secretary.

A career education course developed by the staff includes activities such as self awareness, decision-making, and career awareness. During their senior year students learn to write a resume and interview for a job. In addition to these career related activities, staff have developed an "Employer Brochure" and a "Student Information Brochure."

At Franklin Tech all students explore all shops before making a career choice. This is also true for Project Place students. Once a shop has been selected, curriculum is modified, if necessary, to address specialized needs of the Project's students. A resource room was organized for the ten students who function in a more limited intellectual range. It contains apparatus such as saws, drills, and sanders. Academic, vocational, and self-help skills were learned in this self-contained program. The remaining 140 students were mainstreamed for part of the day into regular vocational programs.

IMPACT: This project has operated for two years. Six out of nine graduates are now employed in jobs that are similar to those held by non-Project Place students.

FUNDING: An annual operating budget of \$25,250 from P. L. 94-142 and P. L. 89-313 grants supports Project Place.

TITLE: PROJECT SPACE (SPACE AGE COOPERATIVE EDUCATION)
20 Kent Street
Brookline, MA 02146

CONTACT PERSON: Melvin C. Lawrence, Director
Tel. (617) 738-5600 (Ext. 23)

OBJECTIVES:

1. To broaden career options for sixteen to twenty year old special needs students.
2. To offer innovative, quality alternative education for students who have not succeeded in regular high school programs.
3. To enhance interaction between industry and public school education.

DESCRIPTION: Project SPACE is an industry-based career education program which allows students to earn a high school diploma through work and school. The program serves Boston and thirteen surrounding towns, and provides an alternative program for students evaluated under Chapter 766, or for students who require a self-contained classroom with a strong counseling component. It is staffed by three master teachers, three instructors, one vocational counselor, one personal counselor, one job developer, and a director. Since its inception ten years ago, Project SPACE has graduated approximately 750 students.

Students attend class every morning and receive instruction in basic academic areas such as English, reading, math, history, and business skills. Each afternoon they participate in a paid work placement at Honeywell Radio Optics, Liberty Mutual Insurance Company, or the Youth Commission at the Fenway Little City Hall (in Boston). These sites were developed and are supervised by project staff.

IMPACT: During the ten years of operation Project SPACE has documented that:

- a) sixty-five percent of its graduates go on to post-secondary schools
- b) after graduation twenty percent continue working in the company with which they were paired for work study
- c) seventy-five percent of all students enrolled graduate with a high school diploma

FUNDING: Project SPACE operates on an annual budget of \$170,000 and is funded from P. L. 94-482 and P. L. 94-142 grants.

TITLE: PROJECT WITS (WORK IN TECHNOLOGY AND SCIENCE)

Massachusetts Institute of Technology
Cambridge, MA 02138

CONTACT PERSON: Edith Ruina, Director
Tel. (617) 253-7378

OBJECTIVES: 1. To promote interaction between education and technological industries in Massachusetts.

2. To provide opportunities for educators to learn about occupations in technology and science so that they will encourage female and minority students to enter technical careers.

DESCRIPTION: From 1976 to 1979 the major goal of WITS was to acquaint educators with the world of work in technology and science. During that time approximately thirty-five industries and fifty schools in Greater Boston made site visits to technological industries, attended lectures by scientists and technologists, and developed counseling strategies to encourage female and minority students to prepare for careers in technology. Summer internships provided teachers, counselors, and administrators with direct experiences in industry.

During 1979-80 WITS staff designed and implemented the Technology and Science Careers for Minorities (TSCM) Project -- one component of the Boston School Department's funding under the Emergency School Aid Act (ESAA). During monthly workshops teams of educators from nine middle and seven secondary Boston schools were exposed to the wide range of careers in technology and science. Workshops provided information about job options for students with varying levels of interest, ability, and education.

A major focus of WITS is helping educators better understand how they can help students participate gainfully in technology and science careers. The site visits, lectures, research, seminars, internships, and curricula development all enhance the capacity of education and industry to devise strategies for increasing female and minority participation in technology and science.

The project staff consists of a director, an associate director, an administrative assistant, and a secretary.

IMPACT: WITS programs range from one day career awareness workshops and lectures to more long-term programmatic efforts. Overall, they have improved communication of knowledge about technological careers in the public schools. Pre and post test data indicated that most participants developed a more positive attitude about work in technological fields. Many indicated a need for developing student interest in math and science.

FUNDING: WITS operates on a budget of approximately \$150,000 per year and is funded by Boston Public School ESAA, Sloan Foundation, and miscellaneous industry grants.

TITLE: SEX STEREOTYPING WORKSHOP

Occupational Education Program of Cambridge Rindge and
Latin School
759 Broadway Street
Cambridge, MA 02139

CONTACT PERSON: Rene Meshon, Vocational Education Specialist
Tel. (617) 498-9292

OBJECTIVES:

1. To increase the awareness of vocational instructors about inequities resulting from sex stereotyped attitudes
2. To provide vocational instructors with information about the participation of women in the work force.
3. To help vocational instructors understand the importance of career options for both females and males.
4. To promote nonsexist teaching methods.

DESCRIPTION: The Sex Stereotyping Workshop was developed for vocational shop instructors teaching female students for the first time. The workshop included activities to facilitate thinking and discussion about the topic of sex-role stereotyping and its effect on occupational education in Cambridge Public Schools.

The workshop, conducted over a five-day period, covered the following topics:

Day One:	Attitudes about male/female roles and the influence of family and culture on the development of these attitudes.
Day Two:	Females in the vocational shop setting: benefits, problems, and solutions.
Day Three:	Needs analysis.
Day Four:	Strategies for changing curriculum and texts to better meet the needs of students.
Day Five:	Development of implementation plans.

IMPACT: A pre and post attitudinal survey was administered to evaluate the workshop. After completion of the workshop, the following changes were observed: teachers talked about sex-role stereotyping to one another, a few teachers cut out articles about women in nontraditional trades, and teachers asked questions about how to handle a situation involving a female student in their shops.

FUNDING: The workshop was funded by a \$2,000 Commonwealth Inservice Institute grant.

TITLE: VOCATIONAL SERIES

Pittsfield Public Schools
Pittsfield, MA 01201

CONTACT PERSON: James F. Gibbons, Director of Vocational Department
Tel. (413) 499-1234

OBJECTIVES: 1. To increase the enrollment of females, disadvantaged, and minority students in vocational programs.
2. To produce a series of videotapes that describe vocational programs and employment opportunities.

DESCRIPTION: The Vocational Series consists of twelve ten minute videotapes that present the viewer with a picture of a different vocational area in a clear, easily understood, and unbiased manner. Employment opportunities within the Berkshire County are highlighted. Males and females employed in nontraditional occupations are portrayed.

Tapes are regularly broadcast to the community via cable television. Copies of the programs and playback equipment have been installed in each of the three Pittsfield Junior High School Guidance Departments to provide ready access and viewing by the target audience. Videotapes are shown to all junior high school students prior to registration for high school.

The Vocational Series has been copied and can be distributed to other schools on request. Tapes are available in the following areas: Alternate Energy, Auto Body, Carpentry, Cosmetology, Drafting, Electronics, Food Trades, Machine Shop, Metal Fabrication, Practical Nursing, Printing, and Communications Technology.

IMPACT: Since first used two years ago, the following increase in the enrollment of female and minority students has occurred:

1977-78	14.1%
1979-80	17.1%

FUNDING: Existing equipment and studios were used to produce the videotapes. Production costs were supplemented by a \$12,000 P. L. 94-482 grant.

TITLE: YOUR FUTURE IS WHAT YOU MAKE IT

Springfield Public Schools
195 State Street
Springfield, MA 01103

CONTACT PERSON: D. Laino Novembrino, Title IX/Chapter 622 Coordinator
Tel. (413) 733-2132

OBJECTIVES:

1. To help ninth grade students select a high school.
2. To help students understand the relationship between high school selection and career choice.
3. To encourage students to consider a nontraditional career choice.

DESCRIPTION: "Your Future is What You Make It" is a twenty-two minute color slide/tape presentation. It presents the viewer with an explanation of the programs offered at each high school, relates these programs to the local job market, and examines the impact of a nontraditional career choice on one's life. It is narrated by two high school students; a male and a female. Women and men are portrayed in a wide variety of roles. The concept of nontraditional career choice is explained and benefits/problems related to such a choice are addressed.

Students view the slide/tape in both large and small group settings before selecting a high school. The career counselor, guidance counselor, and Title IX/Chapter 622 coordinator are available to answer questions and clarify key points. This slide/tape is only one approach used to help students select a high school. Other methods include:

- student visits to Putnam Vocational Technical School
- demonstrations and lectures by Putnam students at the junior high schools
- field trips to local industries
- guest speakers from local industries
- introductory occupational exploratory courses designed to promote entry into high demand trades
- presentation of program offerings at respective high schools by principals

"Your Future is What You Make It" is being translated into Spanish for use with limited English proficient students.

IMPACT: Since first shown in January 1980, there has been an increase in enrollment of minority and female students in Machine Shop and Electronic Service Technician Shop at Putnam Vocational Technical School. There has also been an overall increase in the number of female and minority applicants to this school.

FUNDING: Production of this film was funded by a \$735 Chapter 636 grant.

TITLE: SUPPORT GROUPS

Support groups for nontraditional students enrolled in vocational shops are an especially promising practice in promoting equal access. Groups currently operate in Joseph P. Keefe, Minuteman, Shawsheen, Franklin County, and Southeastern Regional Vocational Technical High Schools.

OBJECTIVE: To help students cope with the personal, social, psychological, and physical challenges that arise from a nontraditional career choice.

DESCRIPTION: In a group setting, students discuss common interests or problems encountered in their classes; express ways of dealing with a variety of situations associated with nontraditional career choices; learn about laws related to discrimination; see films about bias and stereotyping; and provide one another with encouragement and support.

Sessions are scheduled weekly or twice a month for forty-five minute periods.

Generally, groups are conducted by existing staff such as a guidance counselor or a Title IX/Chapter 622 coordinator. Therefore, there are no special financial requirements. Efforts are made to schedule meetings so that students do not miss the same class more than twice per school year. Participation in the group is voluntary.

IMPACT: Students become less reticent about discussing problems of bias and stereotyping and seek action and solutions using existing channels. At three of the vocational schools the support groups have conducted panel discussions for freshmen students considering selection of nontraditional shops. Another school produced a videotape on non-traditional careers.

PROGRAM/FUNDING MATRIX

This section describes some sources of money available for funding programs and strategies that will increase access to vocational opportunities for underserved populations.

Under the Education Amendments of 1976 (P.L. 94-482), Massachusetts receives \$15 million in federal monies under various subparts and categories for vocational education. This money is allocated, according to a predetermined formula, to local school districts who must submit a local plan and approvable proposals in order to access their allocations. Information regarding the allocations for each school district is available through your regional education center and printed in the State Plan for Vocational Education. Since the major priority of this legislation is to support vocational education activities for previously unserved or underserved populations, many types of projects addressing equity issues are fundable.

The following matrix indicates some activities which may be funded under each subpart. In some cases, the category within the subpart to which the activity belongs is indicated. The large dot notes programs which can be funded in and of themselves. For example, skills training with no additional services can be funded under subpart 2 (categories 121, 125), subpart 4 (category 140), and subpart 5 (category 151).

The small dot notes activities which are fundable when attached to a category indicated by a large dot. For example, remedial or linguistic support services for limited English proficient students are fundable under subpart 2, category 121, if they are part of a skills training program. This does not mean that the skills training must also be supported by the project. It could be an existing program. In order for limited English proficient students to benefit from and succeed in that program a bilingual teacher or aide may be needed. That bilingual person can be supported by a grant under subpart 2, category 121.

A project to introduce students to nontraditional career options is fundable under subpart 2, category 125, if it is part of an industrial arts or pre-vocational exploratory program. This type of project is also fundable under subpart 3, category 134, and does not have to be attached to a specific skills training program.

Consumer and Homemaking, subpart 5 (category 151), monies are allocated to each district and fund a wide spectrum of activities related to preparing females and males for the dual occupations of wage earner and homemaker.

Contact the occupational education team leader in your regional education center for additional information on occupational education funding. The address and phone number of each regional center is listed on the inside back cover of this booklet.

Funds are available to each school district from the Commonwealth Inservice Institute for inservice activities. Proposals must be teacher generated. For information, a Commonwealth Institute staff person is available at each regional education center.

Discretionary monies are not allocated. They are used by the Associate Commissioner to address statewide needs or support special projects in the areas noted. Generally, a request for proposals is announced for a specific project. Eligible agencies, organizations, or individuals write proposals competing for the grant. The application which best meets the criteria receives the grant.

P.L. 94-482/142 Joint Occupational Education Special Education funds operate under a statewide competitive process similar to that of the discretionary funds. For information, contact the central office of the Division of Occupational Education (617) 727-8140.

P.L. 94-207 Career Education Incentive Act funds operate under a regional competitive process. For information, contact the career guidance specialist in your regional education center.

PROGRAM COMPONENTS

FUNDING SOURCE	Skills Training	Remedial Services	Industrial Arts Prevocational Exploratory	Recruitment and Outreach	Vocational Counseling	Job Development/ Placement	Job Follow-up and Support	Developing/ Adapting Curriculum & Inst. Mat'ls.	Inservice Training	Community/ Parent Involvement	Innovative/ Exemplary Programs	Consumer and Homemaking
P.L. 94-482 Subpart 2												
Category 110a	•	•	•	•	•			•				
110b1	•	•	•	•	•			•				
110b2	•	•	•	•	•			•				
Balance	•	•	•	•								
Subpart 3												
Category 134				•	•	•	•	•	•		•	
Discretionary								•	•		•	
Subpart 4 *												
Category 140	•	•	•	•	•	•	•	•			•	
Subpart 5												
Category 151				•	•			•	•		•	•
152				•	•			•	•	•	•	•
P.L. 94-482/142 Joint Occ. Ed. Special Educ. Funding	•	•	•	•	•	•	•	•			•	
Commonwealth Inservice Institute												
Career Education Incentive				•	•	•	•	•	•	•		

*only available to certain areas having a high density population and a high rate of youth unemployment, e.g., Boston, Worcester, Springfield, Lawrence, Lowell, etc.



RESOURCES

The following resources are included to help teachers, counselors, and vocational educators develop programs that promote equal access to vocational education for underserved students. The entries are organized according to the student population or issues addressed.

Sex Equity

BIBLIOGRAPHIES/RESOURCE GUIDES

A Bibliography of Multicultural and Non-Sexist Resource Materials

Available From:

Bureau of Equal Educational
Opportunity
Massachusetts Department of Education
31 St. James Avenue, Room 560
Boston, MA 02116

Compilation of a Bibliography on Successful Employment of Women in Non-Traditional Occupations

Available From:

Martha Tack, Author
Assistant Dean
College of Education
University of Alabama
P.O. Box 3425
University, AL 35486

Resources for Ending Sex Bias in Schools

Available From:

Project on Equal Education Rights
(PEER)
1029 Vermont Avenue, N.W., Suite 800
Washington, DC 20005

Resources for Overcoming Sex Stereotyping in Vocational Education

Available From:

Arizona State Department of Education
1535 West Jefferson
Phoenix, AZ 85007

Resources for Schools #6: Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Schools

Available From:

Massachusetts Dissemination Project
Massachusetts Department of
Education
31 St. James Avenue, Room 614
Boston, MA 02116

Resources for Schools #16: Staff Development for Educational Equity: A Trainer's Manual

Available From:

Massachusetts Dissemination Project
(See address above)

Resources for Teachers, Counselors, and Administrators, second edition

Available From:

American Personnel and Guidance
Association
Project on Sex Equality in Guidance
Opportunities
Leesburg Pike
Falls Church, VA 22041

Resources on Eliminating Sex Role Stereotyping in Vocational Education, 1977

Available From:

Center for Research in Vocational
Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Sex Roles: A Research Bibliography

Available From:

United States Department of Health,
Education and Welfare
Public Health Service
Alcohol, Drug Abuse and Mental Health
Administration
National Institute of Mental Health
5600 Fishers Lane
Rockville, MD 20852

Women and the Economy: A Bibliography and a Review of the Literature on Sex Differentiation in the Labor Market

Available From:

Andrew Kohen, Susan Breinich,
Patricia Shields, Authors
Center for Human Resource Research
College of Administrative Science
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Women At Work, An Annotated Bibliography

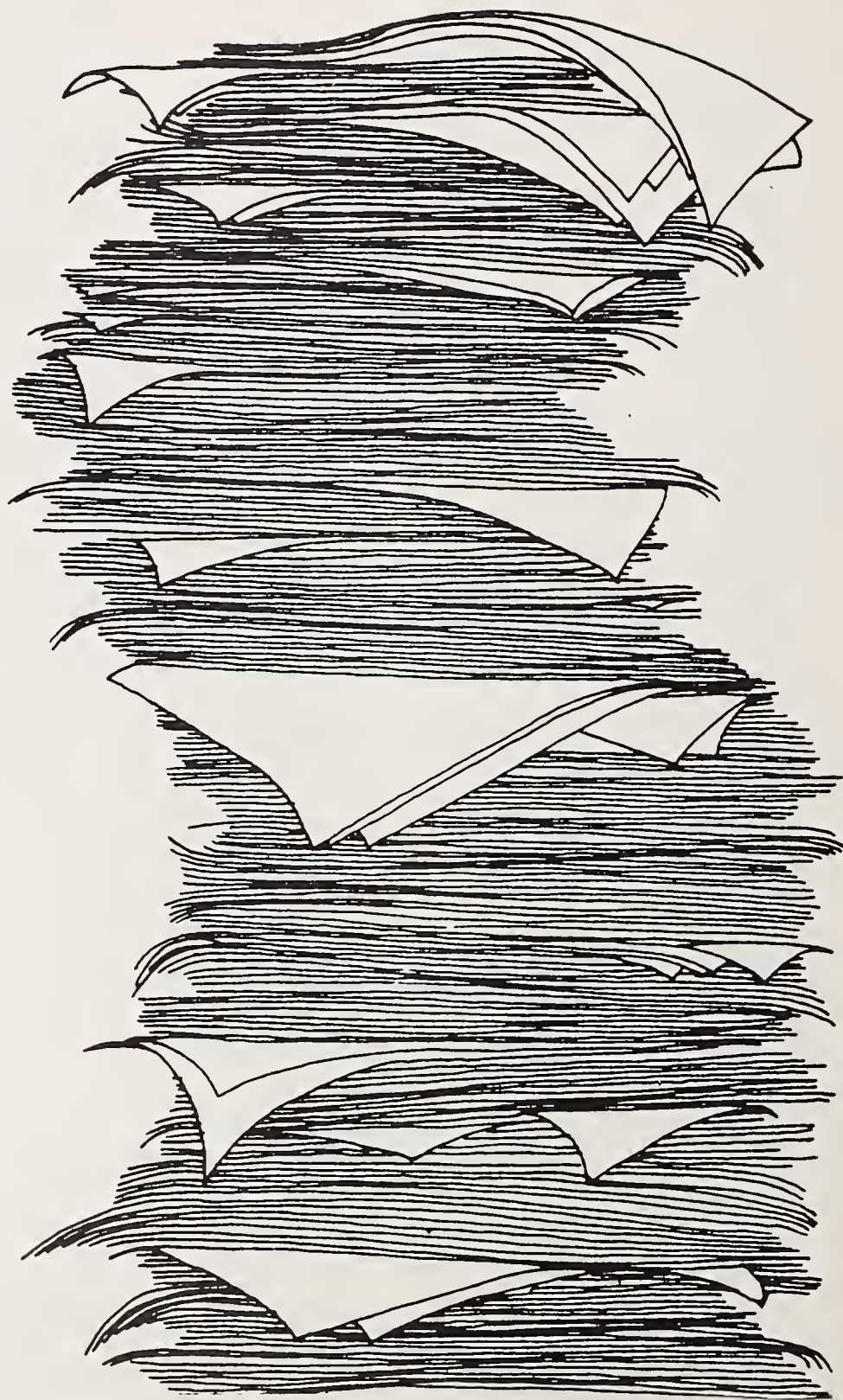
Available From:

Mei Lang Bickner, Author
Manpower Research Center
Institute of Industrial Relations
University of California
Los Angeles, CA 90024

Women in Non-Traditional Occupations--
A Bibliography

Available From:

Deborah Ashford, Author
Office of Education, Room 4147
400 Maryland Avenue, S.W.
Washington, DC 20202



REPORTS

A Chance to Overcome Sex Stereotyping in Vocational Education

Available From:
Institute for Research on Human
Resources
Pennsylvania State University
University Park, PA 16802

An Overview of the Dual Problems of Sexism and Sex Discrimination in Vocational Education

Available From:
New Jersey Education Association
(NJEA)
180 West Street
Trenton, NJ 08608

Broadening the Scope of Involvement of Young Women in Occupational Education

Available From:
Sherwood Dees, Author
Assistant Superintendent for Vocational and Technical Education
100 North Street
Springfield, IL 62777

Equal Vocational Education

Available From:
Jane Lerner, Fredell Bergstrom, and
Joseph Champagne, Authors
1976 Final Report
Center for Human Resources
University of Houston
College of Business Administration
Bullen Bend, Houston, TX 77004

Exemplary Strategies for Elimination of Sex Bias in Vocational Education Programs, Final Report

Available From:
National Advisory Council on
Vocational Education
Office of Education
Washington, DC 20202

Expanding Career Options for Women

Available From:
Center for Research on Women
Wellesley College
Wellesley, MA 02081

Room at the Bottom: Girl's Access to Vocational Training

Available From:
Janice Law Trecker, Author
National Council for Social Studies
1201 16th Street, N.W.
Washington, DC 20036

Sex Roles: Past, Present and Future: A Guide to Simulations, Games and Activities

Available From:
Prudence Leib, Author
The Population Institute
Organization Liaison Division
110 Maryland Avenue, N.E.
Washington, DC 20002

Testing of Selected Strategies to Eliminate Sex Bias in Vocational Education Programs

Available From:
Edgar A. Parsons, Author
Systems Services, Inc.
P.O. Box 2345
Chapel Hill, NC 27514
(Abstract/Summary available)

Vocational Preparation for Women: A Critical Analysis

Available From:
JoAnn Steiger, Author
Project on Equal Education Rights
(PEER)
1029 Vermont Avenue, N.W., Suite 700
Washington, DC 20006

Women in Vocational Education

Available From:
Marilyn Steele, Author
Project Baseline
6502 N. 37th Avenue
Phoenix, AZ 85017

SOURCES OF INFORMATION AND HELP

Black Women's Employment Project
NAACP Legal Defense and Education
Fund, Inc.

10 Columbus Circle
New York, NY 10019

Research and education program on discrimination of black women in employment

Illinois Office of Education
Department of Adult, Vocational, and
Technical Education
100 North First Street
Springfield, IL 62777

Expanding New Horizons-curriculum materials

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

Curriculum materials, career guidance materials, articles and reports

New Day Films
P.O. Box 315
Franklin Lakes, NJ 07414

Distribution center for films about women

New Directions for Young Women
346 South Scott
Tucson, AZ 85701

SSAT - six session awareness program for students and teachers, grades 7-9

New England Equal Education Center
121 Sigourney Street
Hartford, CT 06105

Workshops for schools on Title IX, Chapter 622

Project on Equal Education Rights (PEER)
1029 Vermont Avenue, N.W., Suite 800
Washington, DC 20005

Publications and newsletter

Project on Sex Equality in Guidance Opportunities,
American Personnel and Guidance Association

Leesburg Pike
Falls Church, VA 22041

Workshops and information

Resource Center on Sex Roles in Education
National Foundation for Improvement of Education

1201 16th Street, N.W.
Washington, DC 20036

Workshops, newsletters, materials, films

Women on Words and Images
P.O. Box 2163

Princeton, NJ 08540

Bibliographies, films, materials

Women's Bureau
United States Department of Labor
Washington, DC 20210

Regional Office:
JFK Building, Suite 1700-C

Government Center
Boston, MA 02114

Statistical data

Women's Education Equity Act Dissemination Center

Education Development Center

55 Chapel Street
Newton, MA 02160

Print, non-print, and mixed media packages

Women's Educational Equity Communications Network (WEECN)

Far West Laboratory

1855 Folsom Street
San Francisco, CA 94103

Publications, newsletters, bibliographies, question and answer service

Women's Equity Action League (WEAL)
Education and Legal Defense Fund, Inc.

821 National Press Building
Washington, DC 20034

Information on sex discrimination

AUDIO-VISUAL RESOURCES

FILMS

Anything You Want to Be (28 minutes)

Developed By:

American Telephone and Telegraph, Inc.

Available From:

Associated Films, Inc.

410 Great Road

Littleton, MA 01460

and New England Telephone Company
representatives

Explores a great variety of nontraditional careers for men and women

It's Her Future (30 minutes) Color

Available From:

Education Development Center (EDC)

55 Chapel Street

Newton, MA 02160

Tel. (617) 969-7100

Made to appeal to high school students and their parents about the opportunities available through nontraditional vocational training. Has applications to other audiences

Never Underestimate the Power of a Woman (17 minutes) Color

Available From:

Bureau of Audio-Visual Instruction

University of Wisconsin

Madison, WI 53706

Designed for employers and apprenticeship councils.

Sale \$250, rental \$6.50

Other Women, Other Work

(20 minutes) Color

Available From:

Churchill Films

622 N. Robertson Boulevard

Los Angeles, CA 90069

Shows three women in nontraditional work. Rental \$1.75

The Women's Game (30 minutes)

16mm Color

Developed By:

United States Office of Education

Available Free From:

Modern Talking Pictures, Inc.

230 Boylston Street

Newton, MA 02160

Presents several women in nontraditional occupations

SLIDE/TAPES

Hey, What Are Your Plans for the Next 60 years? (25 minutes)

Developed By:

Mary Ellen Verheyden-Hilliard

Available From:

Project Open Door

Verheyden & Associates

3747 Huntington Street, N.W.

Washington, DC 20015

Male and female high school students rethink their plans for the future along more realistic lines

Opportunities for Success through Vocational Education (5 minutes)

Available Free From:

Beverly Postlewaite, Administrator

Sex Equity Unit

Washington State Commission for

Vocational Education

Building 17, Airdustrial Park

MS LS-10

Olympus, WA 98504

Tel. (206) 753-5662

You Can Get There From Here (11 minutes)

Produced through:

Project ACT

Cynthia Buzzetta, Project Director

Contact her for more information

Tel. (617) 266-2245

Available From:

Women's Enterprises of Boston

739 Boylston Street

Boston, MA 02116

Depicts issues and experiences of women in the technical training world.

VIDEOTAPES

Choosing Changes (15 minutes)

One of the Bread and Butterflies series

Available From:

Massachusetts Educational Television
54 Rindge Avenue Extension
Cambridge, MA 02140
Tel. (617) 876-9800

Portrays nontraditional careers for women

Freestyle (30 minutes)

Available From:

Massachusetts Educational Television
(See address above)

Series of programs dealing with all aspects of stereotyping, i.e.: Scoop: Part I - Portrays a junior high newspaper club investigating employment opportunities for women

Just Being Myself (30 minutes)

Available From:

Keefe Regional Vocational Technical High School
Framingham, MA 01701

Discussion of four high school girls who are enrolled in nontraditional vocational programs

Men: Choices and Changes (30 minutes)

3/4 inch, color

Available From:

Women's Enterprises of Boston
Education Development Center (EDC)
55 Chapel Street
Newton, MA 02160

Interviews men who have chosen non-traditional roles in and out of the home

Title IX and Guidance Services

(20 minutes)

Developed By:

Project SCEE, (Student Commitment to Educational Equity)

Available From:

Bureau of Student Services
Massachusetts Department of Education
31 St. James Avenue, Room 532
Boston, MA 02116
Tel. (617) 727-5757

Exploration of stereotyping in guidance services

OTHER

But What Can A Girl Do? (18 minutes)

Four color filmstrips

Available From:

Westinghouse Learning Corporation
100 Park Avenue
New York, NY 10017

An account of two women who trace their lives describing their education, obstacles, supports. Nontraditional careers presented

Posters of Women in Nontraditional Jobs

(2 sets of 8 1/2 X 11 posters)

Available From:

Feminist Resources for Equal Education
P.O. Box 185
Saxonville Station
Framingham, MA 01701

Good source of pictures of nontraditional role models

When I Grow Up (1978)

Available From:

MIT Teleprograms, Inc.
4825 North Scott Street, Suite 23
Shiller Park, IL 60176

Minority Groups

BIBLIOGRAPHIES

A Bibliography of Multicultural and Non-Sexist Resource Materials

Available From: (See page 39)

List of Publications

Available From:

ERIC Clearinghouse on Urban and
Minority Education

Box 40

Teachers College

Columbia University

525 W. 120th Street

New York, NY 10027

Racism and Sexism Resource Centers for Educators

Available From:

Council on Interracial Books

CIBC Resource Center, Room 300

1841 Broadway

New York, NY 10023

ARTICLES

Altenor, Aidan and Dixon-Altenor, C.,
"The Role of Occupational Status
in the Career Aspirations of
Black Women," in Vocational
Guidance Quarterly, 25, 1977.

Altenor, Aidan, "The Role of Occupa-
tional Status in the Career As-
pirations of Black Women: A Re-
interpretation," in Vocational
Guidance Quarterly, 26 (3), 1978.

Bradley, Richard W. and Thacker,
Margaret S., "Developing Local
Sources of Career Information," in
Vocational Guidance Quarterly,
26 (3), 1978.

Richmond, George, "Employment or De-
velopment: Public and Private
Responses to Youth Unemployment,"
in American Vocational Journal,
53 (3), 1978.

Tauber, Richard, "Turning Academic
Educators on to Vocational Educa-
tion," in American Vocational
Journal, 53 (3), 1978.

SOURCES OF INFORMATION AND HELP

Council on Interracial Books for
Children
1841 Broadway,

Council on Interracial Books for
Children

1841 Broadway, Room 300

New York, NY 10023

Racism in Career Education Materials

AUDIO-VISUAL RESOURCES

Clorae and Albae (36 minutes)
color film, 1975
Distribution Center
Education Development Center (EDC)
55 Chapel Street
Newton, MA 02160
*Compares lives of two black women
with their expectations from high
school*

Special Needs Students

SOURCES OF INFORMATION AND HELP

Alpha-Unicorn
30 Main Street
Ashland, MA 01721
Provides technical assistance related to vocational education

Center for Studies in Vocational and Technical Education
University of Wisconsin
Madison, WI 53201
Vocational education resource materials: a bibliography of materials for handicapped and special education, 1975, 1976

Commission on Employment for Handicapped
Charles F. Hurley Building
Government Center
Boston, MA 02114

Comprehensive Project on Services to Deaf and Hearing Impaired Children
31 St. James Avenue, 3rd floor
Boston, MA 02116

Comprehensive Secondary School Planning Project
31 St. James Avenue, 3rd floor
Boston, MA 02116

Education Cooperative
Memorial School
Eliot Street
South Natick, MA 01760

ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091
Tel. (800) 336-3728

Media Resource Center
Walter Fernald State School
200 Trapelo Road
Waltham, MA 02154

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210
Newsletter: The Centergram

Project Cope
6421 Meriwether Lane
Springfield, VA 22150
A curriculum for learning disabled high school students

RESOURCES

Career Education Workshop, 1978
Available From:
Time Share Corporation
630 Oakwood Avenue
W. Hartford, CT 06110
Looseleaf information binder

Career Exploration and Preparation for the Special Needs Learner, 1977
Available From:
Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02110

Entering the World of Work, 1978
Available From:
McKnight Publishing Co.
Bloomington, IL 61701

Occupational Handbook for Special Needs - What To Do, How It Works, A Handbook for Regional Staff
Available From:
Bureau of Special Needs
Division of Occupational Education
Massachusetts Department of Education
31 St. James Avenue, Room 556
Boston, MA 02116

Project Cope Materials, 1978
Available From:
Fairfax County Public Schools
Special Education Division
Fairfax, VA 22030

Resources for Schools #9: Resources
for Training Educators of Children
with Special Needs

Available From:

Massachusetts Dissemination Project
Massachusetts Department of Education
31 St. James Avenue, Room 614
Boston, MA 02116

The Step Method Of Vocational Problem
Solving

Developed By:

Salvatore DiFrancesca, Author

Available From:

The Psychological Corporation
757 Third Avenue
New York, NY 10017



Limited English Proficient Students

SOURCES OF INFORMATION AND HELP

Bilingual Vocational Guidance Project
Eastern Michigan University
Ypsilanti, MI 48917

Available From:

National Assessment and Dissemination Center for Bilingual/Bicultural Education
Lesley College
49 Washington Avenue
Cambridge, MA 02140
Tel. (617) 492-0505

Developed workshop materials which include a participant's manual, and leader's guide

Bilingual Vocational Teacher Training Project

Fitchburg State College
c/o Alan Hurwitz

University of Massachusetts/Boston
100 Arlington Street
Boston, MA 02124
Tel. (617) 492-7192

Trains bilingual vocational instructors and maintains a list of qualified candidates, provides technical assistance workshops to schools developing vocational programs for limited English proficient students

Greater Lowell Regional Vocational Technical School

Pawtucket Boulevard
Tyngsboro, MA 01879

Tel. (617) 454-5411 Ext. 130

Developed learning packages in English and Spanish on health, business exploration, transportation related math, biology, and general science. Available for the cost of copying

BIBLIOGRAPHIES/RESOURCE GUIDES

Bibliography of Currently Available Vocational Education Curriculum Materials for Use with Students of Limited English Proficiency, 1979

Developed By:

Center for Career and Vocational Teacher Education
Western Kentucky University
Bowling Green, KY 40601

Available Free From:

Elsie Kennedy, Coordinator of Information Dissemination
2027 Capital Plaza Tower
Frankfort, KY 40601

Vocational Education for the Limited English Speaking: A Handbook for Administrators. Bilingual Vocational Education Project, February, 1979

Available From:

Bilingual Vocational Education Project
500 South Dwyer Avenue
Arlington Heights, IL 60005

This is a good resource for general information on definitions, legislation, and program models, even though some information is specific to Illinois.



APPENDIX

Summary of Antidiscrimination Laws

SUMMARY OF ANTIDISCRIMINATION LAWS

LAW	STATE	FED	PROHIBITS	COVERS
Chapter 622	x		Discrimination based on race, sex, religion, color, national origin in all public schools in Massachusetts.	Students
Title VI of the Civil Rights Act of 1964		x	Discrimination based on race and national origin (LAU decision) in all schools receiving federal funds.	Students
Title VII of the Civil Rights Act of 1964		x	Race and sex discrimination	Employees
Equal Pay Act of 1963		x	Sex discrimination in pay only	Employees
Chapter 766	x		(a) Discrimination based on race, sex, religion, color, national origin in access to special needs programs. (b) Discrimination based on special need.	Students
Chapter 71A	x		Discrimination based on national origin--requires system with more than twenty limited English speaking students from a language group to provide a Transitional Bilingual Education.	Students
Title IX of the Education Amendments of 1972		x	Sex discrimination in all educational institutions receiving federal funds.	Employees & Students

SUMMARY OF ANTIDISCRIMINATION LAWS

LAW	STATE	FED	PROHIBITS	COVERS
Section 504 of the Handicapped Persons Act of 1973		x	Discrimination based on (physical or mental) handicap.	Employees & Students
Executive Order 11246 as amended by 11375		x	Discrimination against employees in organizations holding Federal contracts of \$10,000 or more, on the basis of race, color, religion, sex, or national origin (including hiring, up-grading, promotion, salaries, fringe benefits, training, and all other conditions of employment).	Employees
Title VII and Title VIII of the Public Health Service as amended		x	Discrimination based on sex in any institution which receives federal financial support. It provides that pregnancy, childbirth and termination of pregnancy must be treated the same as any other temporary disability.	Employees
Equal Credit Opportunity Act of 1974		x	Discrimination on the basis of sex or marital status in any aspect of credit transactions.	Employees
Revenue Sharing (State and Local Fiscal Assistance Act)		x	Discrimination on the basis of sex in any department or division of government or any program funded by general revenue sharing money.	Employees

SUMMARY OF ANTIDISCRIMINATION LAWS

LAW	STATE	FED	PROHIBITS	COVERS
Office of Civil Rights Vocational Education Guidelines, March 1980		x	Discrimination based on race, sex, national origin, and/or handicap in vocational education programs.	Employees and Students

Reprinted from Admissions Update Manual, Massachusetts Department of Education, Division of
Occupational Education, Room 550, Boston, Massachusetts 02116

CENTRAL OFFICE AND REGIONAL EDUCATION CENTER

STAFF CONTACTS FOR PROGRAM AND FUNDING INFORMATION

For information regarding specific funding or program information, one of the following resources listed should be contacted at the Central Office or the Regional Education Center of the Department of Education.

Central Office

- Bilingual Vocational Education Specialist Tel: (617) 727-8140
- Joint Occupational Education/Special Education Funding, Paul Antonellis Tel: (617) 727-5518
- Sex Equity Coordinator, Kathy Atkinson Tel: (617) 727-5734

Regional Office

- Occupational Education Team Leader
- Career Guidance Specialist
- Commonwealth Inservice Institute Staff Person

Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, Massachusetts 02140
Tel: (617) 727-1470 or
(617) 547-7472

Northeast Regional Education Center
219 North Street
North Reading, Massachusetts 01864
Tel: (617) 727-0600

Central Mass. Regional Education Center
Beaman Street, Route 140
West Boylston, Massachusetts 01583
Tel: (617) 727-1346 or
(617) 835-8266

Southeast Regional Education Center
P.O. Box 29
Middleboro, Massachusetts 02346
Tel: (617) 727-1587 or
(617) 947-3240

Springfield Regional Education Center
155 Maple Street
Springfield, Massachusetts 01105
Tel: (617) 727-7166 or
(413) 739-7271

Pittsfield Regional Education Center
188 South Street
Pittsfield, Massachusetts 01201
Tel: (413) 499-0745



**MASSACHUSETTS
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Boston, Massachusetts 02116

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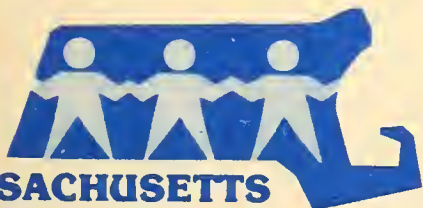
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COLLECTION

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Public Education
In Massachusetts**

Autumn 1981



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State Purchasing Agent.**

ALTERNATIVE PUBLIC EDUCATION IN MASSACHUSETTS

**By
Kerry Homstead
National Alternative Schools Program
School of Education
University of Massachusetts
Amherst, MA 01003**

Edited and Produced By:

**THE MASSACHUSETTS DISSEMINATION PROJECT
Massachusetts Department of Education
31 St. James Avenue, Room 614
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Telephone (617) 727-5761**

**Cecilia M. DiBella, Director
Mitzie Kocsis, Publication Coordinator/Graphic Design
Marcia Grasso, Typist**

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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resource materials for school programs and services;
- to assist the Department of Education and its six regional centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

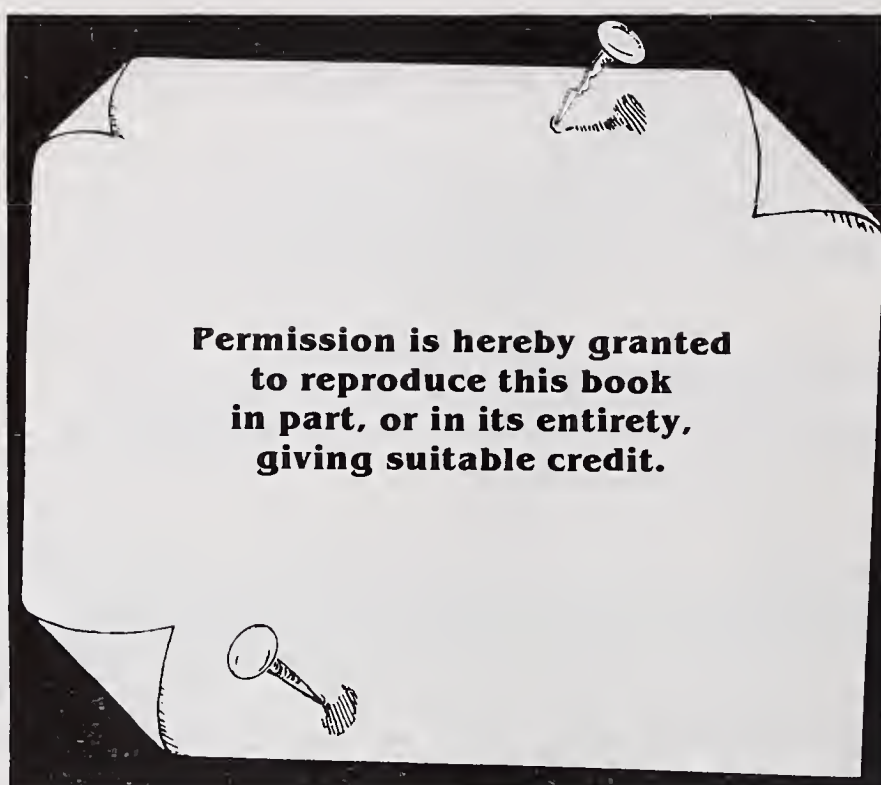
The project is located in the Department of Education's Boston office. In addition, each regional center has a staff member who maintains contact with project activities and works with regional staff to improve information and dissemination services within the center. Ultimately, the regional centers function as switchboards--at times providing services directly to schools, at other times connecting them with the many resources existing beyond the Department of Education. The development of this series, as its name suggests, is one way the project is helping to make these connections.

Please contact a member of the project staff listed on the preceding page for more information about the Massachusetts Dissemination Project or other *RESOURCES FOR SCHOOLS* publications currently available.



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INTRODUCTION

Alternative public schools* embrace both practical and visionary attempts to develop educational options in public elementary and secondary schools. In many school districts, the development of alternatives corresponds with the district's need to respond to problems or mandates such as rising drop-out rates and court-ordered desegregation. In other school districts, alternatives are a positive response to the district's recognition of and commitment to the diversity of its students and teachers or to new learning theories.

In Massachusetts, Proposition 2 1/2 has affected alternative schools in very different ways. Some districts have closed alternative schools or terminated programs as part of budget cutbacks. Other districts are developing alternative schools and programs as a viable and economically feasible option to out-of-district placements for students with special needs. Overall, the development of public alternative schools in the state will proceed cautiously, if not slowly, during the current trend to reduce municipal spending. Non-public alternative schools, however, may begin to flourish as parents explore options to reduce programs and as proposed federal legislation for educational vouchers proceeds through Congress, promoted by advocates for increased choice in education.

Despite tightening budgets and conservative trends sweeping across many communities, alternative schools continue to develop. Many educators, once suspicious, now state that "alternatives work." Many parents, frustrated by the lack of choice in schools, are looking for alternatives. Information about locating, developing, or maintaining alternative schools in Massachusetts is in constant demand, yet difficult to find even though many schools are more than a decade old.

Alternative Public Education In Massachusetts is a response to continuing interest in this important educational development. The booklet presents major issues involved in planning, designing and operating an alternative program or school, accompanied by numerous print and organizational

*For the purposes of this report, the term alternative schools is used to describe both schools and programs which are operating as full-time options in public school systems.

resources. A major section consists of a catalogue of programs or schools currently operating in the state and the results of an in-depth survey of twenty of these schools. The survey, conducted in 1979 by the National Alternative Schools Program (NASP) at the University of Massachusetts at Amherst, offers a representative picture of the variety of alternatives now in operation. NASP agreed to protect the anonymity of schools surveyed for this booklet, but will provide additional information about specific schools upon request.

Kerry Homstead

National Alternative
Schools Program

SECTION I:

OVERVIEW OF ALTERNATIVE EDUCATION IN MASSACHUSETTS





As a whole, what do alternative schools and programs in Massachusetts look like? How long have they been in operation? How did they begin? What prompted their development and why?

Survey data reveals that most alternatives began in the early 1970's although several new alternatives appeared in the late seventies. This pattern is typical nationwide. Most alternatives were initiated by school district personnel, teachers, and parents either separately or together in response to a variety of factors. Accelerating dropout rates; high levels of student apathy and alienation or "in-school" drop-outs; local interest in developing district options; overcrowded conditions in existing schools; the passage of special education legislation, or desegregation mandates are the reasons most frequently cited. Other initiating forces include the State Department of Education, local youth agencies, VISTA volunteers and The Way We Go To School: The Exclusion of Children in Boston, a 1970 report by the Massachusetts Advocacy Center.

Alternative schools in Massachusetts are planned primarily by teachers, although school district personnel, parents, community representatives, school board members and students play major roles. Few school districts have a policy supporting alternative education, even though they may have more than one alternative school in their system. Only one-third of the districts in the NASP survey have a clearly stated written policy supporting alternative education.

The basic philosophy of alternative education, stated in the introduction of this booklet, has not been accepted by most school districts. The majority of alternative schools in the survey report that "problem", or remedial or behaviorally maladjusted students are most often associated with alternative education in their districts--again a typical pattern in other states.

A growing number of districts, however, are recognizing that alternative schools can provide positive preventive environments for students with particular needs. This understanding contrasts with the prevailing attitude about the function of alternatives as punitive environments for students whose needs have become serious problems.

A small minority of school districts view alternatives as opportunities for any student. One school board was adamant about keeping its alternative school free of the "dumping ground" label. Many school districts now recognize that alternative schools are a viable elective for students.

Studies indicate that over twenty-five percent of the school districts in the country have developed some type of alternative program or school.

According to the Massachusetts survey, planning an alternative school requires between five weeks to two years, although the majority of programs were developed in six to twelve months. Information about funds for planning activities is not readily available, however, typical expenses include: allowances for workshops or conferences, release time for planning and/or visiting operating alternative schools, and summer salaries.

Today, statistics and reports suggest discontent with public education. Yet, alternative schools appear to enjoy considerable support from both inside and outside the school system. Ninety-five percent of the schools in the survey report that teachers, students and parents are "very supportive" or "supportive" of the alternative school. Central administration support varies considerably: seventy-five percent of the administration reported they were unsupportive. This includes two "very unsupportive" responses.

The notion that alternatives are perceived as a threat by teachers in other schools is supported by data indicating that an equal proportion of "other teachers" are supportive or unsupportive of the alternative school. Support from the larger community and other students was similarly divided with responses such as "unaware" or "very unsupportive."

Response patterns indicate that the greatest support for alternatives exists within the school itself, followed by support from other school district administrators, principals and school board members. External support decreases significantly among other teachers, students and the larger community. This finding suggests that alternative schools are perceived as most threatening to those who are, unfortunately, least involved with them.

In Massachusetts, as in other states, the majority of alternative schools cite "interaction between students and teachers" as the characteristic that most distinguishes them from other schools in their district. Other differences cited include: curriculum, social and academic growth of students, decision-making processes, student satisfaction, and interaction between the school and parents.

These "factors of difference" may be the most important and common characteristics among alternative schools and may account for their individuality and success as educational communities. Understanding how alternative schools alter

teacher-student relationships or develop their own curriculum, may help other schools modify their structures and routines for increased effectiveness.

The following section presents a more in-depth treatment of the data in this overview. Alternative schools with under fifty students are described first, followed by schools with over one hundred students. Each section highlights factors in alternative schools such as grade levels, staffing patterns, decision-making processes, and admission policies.

Alternative Junior High and High Schools Enrolling Under Fifty Students

Thirty-five percent of the schools in this survey enroll under fifty students, with an average of twenty-three students. For the most part, entering students were functioning below school district norms both socially and academically. Some students were functioning at school district levels, while a small minority were functioning above district norms. These schools were suburban and rural, not urban. Only one school enrolled a sizeable (30%) minority population composed of Hispanic students.

Grade Levels

Typical patterns include grades 9-11, 9-12, 7-11, and 7-12.

Admissions

The most common selection procedure is the referral combined with an interview and an application review.

Staffing

The typical staffing pattern includes a director, a supervising teacher, one or more teachers, and a full or part-time secretary. Some schools have a full-time counselor although in many cases teachers and directors regularly function as counselors. Some schools also have aides either full or part-time. One school receives supplemental help and supervision from district administrators and counselors. Teacher/student ratios average 1:18.



The backgrounds of alternative school directors generally include teaching in both non-alternative and alternative schools, with graduate study and counseling experience in alternative education. Most teachers have fewer years teaching experience than the district norm, suggesting that staff in these schools are younger.

The position of director is equivalent to supervising teacher, teacher/counselor, and department head within their respective districts. One program is administered by the special education administrator and high school principal.

Differentiated staffing patterns and greater flexibility are common among alternative schools, as are role definitions. In comparing themselves with equivalent roles in other schools, alternative school directors, as a group, perceive themselves as more involved in counseling, informal interaction with students, staff development, and program planning and evaluation. With one exception, directors feel they are more involved in administrative duties and in determining school policy. Similarly, alternative school teachers unanimously feel more involved in counseling, informal interaction with students, program planning and evaluation. With one exception, teachers perceive they are more involved in developing curriculum than their counterparts in non-alternative settings. The average time devoted to staff meetings was three-and-one-half hours per week.

Respondents to the NASP survey generally describe their staff as more qualified than staff in traditional schools in the districts. Student comments reflect their support for their teachers as "the only adults we can talk to or who talk to us!" An administrator noted " . . . my staff works past 2:30!"



All small alternative schools in this survey utilized interns/student teachers and/or volunteers. Volunteers are recruited by directors and other staff.

Both teachers and directors

view volunteers as essential for maintaining programs at present levels.

Decision-Making Procedures

Decision-making is not the sole domain of the director in alternative schools. Overall, directors have major decision-making roles in budgeting, curriculum content, staff evaluation, hiring and firing. In one school, school district staff are responsible for hiring and firing. In some schools, teachers and students are involved in decision-making on an equal basis with the director, while in others students have a secondary decision-making role but are excluded from hiring, firing, evaluation and budgetary decisions. In schools where students are least involved in decision-making processes, they participate in student dis-

cipline, conflicts between students or staff and students, and defining school goals.

In some schools, volunteers, student teachers, staff and the school board all share in decision-making. The school board makes decisions related to conflicts between the alternative school and the community. Because some alternatives are located within other schools, the building principals also have a role in decision-making in some cases.

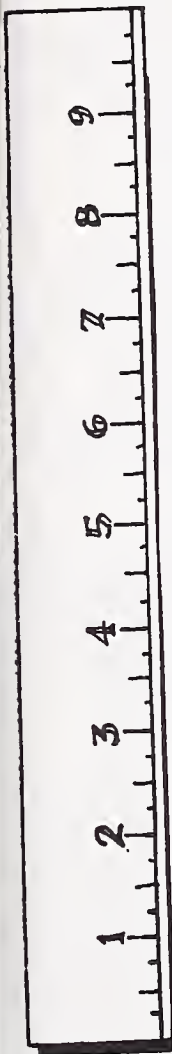
Directors appear to have the largest decision-making responsibility and parents the least. Minimally, parents are involved with student admission or conflicts between the school and community. Only one school involves parents in more than one decision area.

Budget

The low teacher-student ratio raises questions about financial feasibility. Funding for alternative schools comes from different sources and in different patterns. Because they differ sharply in size and program offerings, alternatives may be budgeted as a separate school, as a department within a school, as a contracted service, as a specialized program with external funding, or may actually be included in a non-school budget such as a social service agency. One school in the survey receives seventy percent of its funding from the school district, twenty percent from 766 state funding and ten percent from P.L. 89-313 entitlement. Another has five percent school district funds and ninety-five percent Title IV-C federal funding. Yet another receives ninety-eight percent school district support with two percent private agency funding. Other funding patterns include: fifty percent school district, twenty-five percent state funding, ten percent private funding agencies, ten percent school district; and finally, fifty percent school district, fifty percent federal P.L. 94-142 funds (Special Education). It is safe to conclude, therefore, that small alternative schools are supported in varying degrees by their school districts and are very reliant on special education funds or Title IV-C funding.



Evaluation



As relative newcomers, alternative schools are often asked to prove their educational worth. Documenting success has always been a critical issue for alternatives. Schools and programs in Massachusetts have accordingly developed evaluation expertise. The NASP survey reveals that formal program evaluation is conducted primarily by outside evaluators alone or in combination with school and/or district personnel. One program has no formal evaluation although it utilizes several informal methods. All schools use pre- and post-tests of student performance and student data such as marks, attendance, and suspensions. Most schools also use standardized achievement tests, document collection, observation techniques and interviews. Several schools report they designed their own attitude/personality measure.

Most schools use criterion referenced methods in evaluating students. Anecdotal methods, narrative assessments of student evaluations are also used. One school uses this method exclusively. In all schools, students and teachers participate in student evaluations along with directors and counselors. Only one school includes parents in the evaluation process.

Most schools record student progress in school-designed formats and include descriptive analyses, as well as parent and student conferences. Letter/number grades or pass/fail grading is rare in these school-designed formats. One school follows the Chapter 766 report card format.

Curriculum

Alternative schools have traditionally been perceived as academically weak or "easy." Data from these schools, however, reinforces the fact that a majority of alternative schools in Massachusetts and across the country emphasize basic reading, writing, and computation. Most schools focus on human relations skills while vocational, problem-solving and life planning skills are emphasized in less than half of the schools. Career and vocational education and social/political education are very strong areas. Physical education is emphasized in two schools.

Two schools developed all of their curricula while the rest developed a little, most, or all of their curriculum including physical education and the arts. One school developed its own affective education curriculum. The majority of schools designed their curriculum for interdependent learning styles, that is, high affiliation and collaborative needs, while others designed curriculum for the varied individual styles of the students, such as, interdependent, dependent and independent.

Major Problems of Small Alternative Schools

Two of the problems cited as "very major" are inadequate funding followed by credibility in the larger community. Schools aired several concerns about inadequate funding. One doubted that the program would be adopted by the local school district once federal funding expired since upcoming contracts and tax caps affected the district budget. Another school stated a common problem---serving only a fraction of the potential student body because of constraints on funds and space. Inadequate funding prevents another school from expansion and relocation mandated by new building codes. One school commented: "Social and psychological needs of our students are sometimes greater than our internal resources can deal with."

Common areas of "minor" or "nonexistent" concern include student/staff relations, staff relations, and staff turnover. These issues and declining enrollment are considered more of a problem for the other schools in their districts concerned with student discipline, apathy and parent involvement.

Locations

Alternative schools are often found in non-traditional settings. Some programs are in a building by themselves; others are in a leased/owned building either by themselves or with other non-school programs; and yet others are actually housed in another school. Still another uses a college facility. Clearly, alternative schools, particularly small programs, can be housed almost anywhere.



School Comments

Here are some of the ways small alternatives describe themselves:

- "An academically-oriented school located within a college facility";
- "A humanistic learning center";
- "An off-campus comprehensive alternative high school program for thirty students who are seeking a more intimate learning community and who may not have found the necessary skills and experience in the regular high school program";
- "A therapeutic community-based school which emphasizes survival skills, counseling and career education"; and
- "A complete academic (full-day) and counseling program."

Small alternatives offered several observations when asked about their impact on other schools in their district. Some feel their strongest influence is informal in nature--giving ideas to visitors or callers. One school feels it "relieves the pressure of dealing with students in traditional schools." Another notes that the alternative school demonstrates to the local high school that their students are not failures and are capable of achievement. One program reports it has been duplicated, while another often advocates for other kinds of options in the district.

In describing the level of interest in alternative education in their school districts, some schools cite growing acceptance and interest resulting from increased credibility, accountability, and success with students. Despite their successes, one school's opinion of the current status of small alternative schools offers a grim commentary:

The philosophy and practices of public alternative education are misunderstood or not valued to any significant extent. Alternatives are valued only to the extent that they can be convenient dumping grounds for certain students...there is some scattered interest among educators, but we lack organization, time, energy, and resources.

Alternative Schools with More Than One Hundred Students

Larger alternatives are more difficult to describe, particularly with respect to levels of student academic and social achievement. Student enrollments range from one hundred to four hundred and eighty-five students in these schools. Unfortunately, only seven schools responded to the NASP survey. The information presented here, then, is merely illustrative, not representative of all larger alternative schools. Because of the smaller number of schools reporting there is considerable repetition or little variation in the information, hence, several of the subsections are combined.

Grade Levels, Locations, and Admission Procedures

Of the seven schools reporting, there are three K-6, one 7-9, one grades 10-12, and two schools serving grades 9-12. Three of the alternatives are schools-within-a-school. The other four schools are in separate buildings and are either urban or suburban or mixed. Students are accepted by a lottery system based on factors such as race, sex, socio-economic background or district, or enroll on a first-come, first-served basis.

Staffing

All directors have considerable experience in public education and are considered principals. One school equated the director's role with that of the principal in other schools. In two larger schools the principal is directly involved in writing and publishing, informal interaction with students, research, curriculum development, and program planning. Similarly, teachers in two schools report they are more involved in planning, and policy, curriculum and staff development than their counterparts in traditional schools.

Official teacher-student ratios are more traditional in these larger alternative schools, ranging from 1:17 to 1:27. Student teachers, interns and volunteers are used extensively and are regarded as an essential factor in maintaining the present level of quality in the schools. One school, boasting an average of one hundred and eighty volunteers, employs a full-time Coordinator of Volunteers.

Decision-Making Procedures



Compared with smaller alternatives, parents are more actively involved in making major decisions. Two schools involve parents not only in discipline, but also in conflict resolution, hiring, firing, evaluation, curriculum, and budget and physical plant decisions. In two schools, the district staff and school board play major, if not predominant, roles in determining and allocating school budgets.

One school has budgetary autonomy. Students are involved in hiring staff in one school, while they are active in resolving school conflicts and determining curriculum in two schools.

Budget

Two schools receive total funding from their school system. One budget is based on:

- 90% school district monies;
- 9% state and federal support; and
- 1% private agency or fund raising.

All schools have separate budgets.

Evaluation

In two schools, student evaluation is primarily anecdotal while one combines anecdotal with criterion-referenced lists. In two schools students and parents participate in the evaluation, using school-designed reporting formats.



Like the small alternative schools, students, teachers and parents in the larger schools are very supportive of their schools. Other parents, other students and the larger community were found to be unsupportive (if not

unaware) or very unsupportive of these schools. On the other hand, support from central administration, other principals, and school board members is generally positive.

Curriculum

All schools emphasize basic skills in their curriculum. Other areas of study are social/political education, cross-cultural/ethnic studies, the arts, and physical education. Human relations skills are also stressed. One school uses the town curriculum, while two schools develop most or all of their curriculum.

Major Problems of Large Alternative Schools

Lack of time for program development is a major problem for all schools. One school noted, "The job of continuously developing new curricula is immense--it wears people out and is never finished." Other problems include declining enrollment within both the district and the school, credibility in the larger community, and inadequate space.

Autonomy is a major issue in alternative education. For administrators and practitioners, the degree of autonomy often determines the alternative or flexible nature of the school's governance or program. Two schools report they are highly autonomous in nearly all areas. Another school, however, does not have autonomy in any area. Two of the elementary alternatives are autonomous in determining teaching style and rules for student behavior. All three elementary alternatives have "a great deal" of autonomy in budget allocation. These same schools report a wide range of answers regarding autonomy in program planning, from "a little," "a great deal," to "all."

Describing their impact on non-alternative schools, elementary schools commented: "We helped loosen things up--a little; helped them consider magnet programs . . . and helped in parent involvement." Viewpoints concerning the level of interest in alternative schools within their districts vary. One school reports a high and increased level of support; another reports moderate and declining interest although parents offer strong support.

Where students matriculate after elementary alternative programs is a common question, particularly in districts where few, if any, choices are available. One elementary alternative, in a district with over ten alternative schools, reports that ninety-five percent of its students



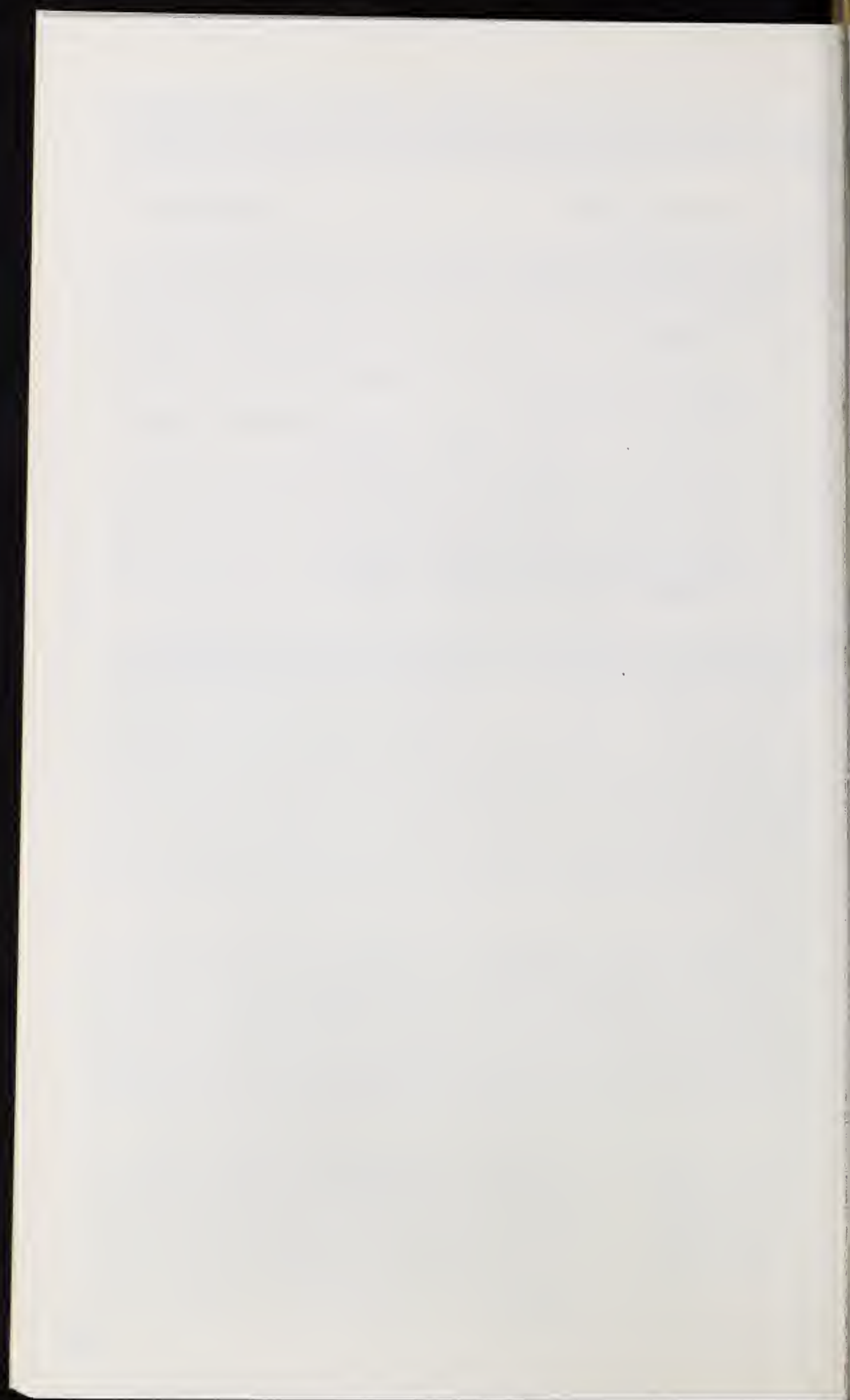
went on to other alternative schools after graduation. Most other graduates have fewer options and return to traditional schools.

School Comments

These alternative schools describe themselves in a variety of ways, including:

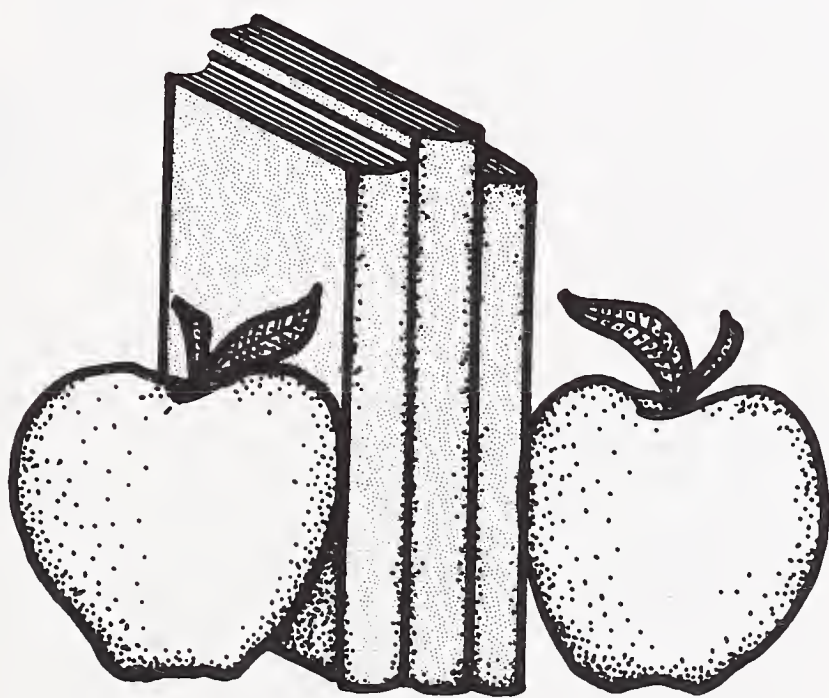
- "K-6 public";
- a school with "informal classrooms and parent involvement";
- "a democratic school within a school";
- "occupational education alternative"; and
- a "fundamental, back-to-basics, more conservative, non-permissive, highly structured, adult controlled school."

Clearly, many of these larger schools offer choices based on specific learning philosophies, values and environments.



SECTION II:

DEVELOPING AN ALTERNATIVE SCHOOL OR PROGRAM SOME PLANNING STEPS





Parents and practitioners considering an alternative public school need help in identifying and exploring issues associated with operating a program. Developing options to long-established district policies and practices is a difficult task that requires utmost sensitivity, numerous meetings, and subsequent agreement by everyone involved in the alternative--from sometimes reluctant school board members to activist parents and teachers. The rewards will always overshadow the long hours of discussion and planning, and anticipating problems and concerns will soften their impact. This section is designed to do just that.

These five planning phases offer a framework of suggested activities to considering when establishing an alternative school.

1. Exploration



Determine whether an alternative school is appropriate for your system. Members of an investigative team might include: Administrators, parents, teachers, university personnel, students, and other community representatives. The team should research the purposes, advantages and disadvantages of an alternative school. They should meet with a cross-section of the educational community, particularly people from other local schools.

2. Commitment

Stage two requires school board commitment to a formal planning process and to the ultimate operation of an alternative school. This means a commitment not only to funding, but to an open, system-wide self-examination of needs and problems; the endorsement of selected alternative school principals; and the formation of a group responsible for developing an implementation plan. It is now that the skeletal ground rules are set for what the school will be, based upon substantial feedback from within the system and its community. Only extraordinary circumstances should terminate this commitment.

3. Definition

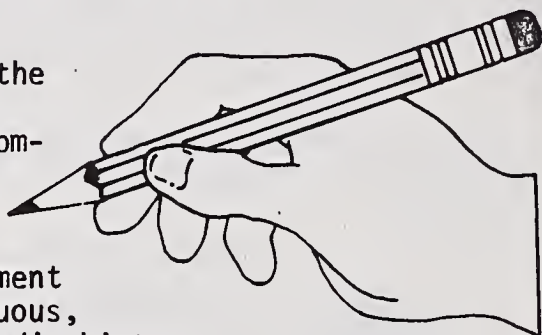
At this point the objectives, characteristics, and resources of the school must be defined and accepted. A formal plan of operation must be developed, mandates established, and roles defined; taking into account operational concerns.

4. Construction

Here, the school itself becomes operational in accordance with the definitions established at stage three. A sense of constructive evolution--of continued planning and "in-flight corrections"--characterize this stage. Direct accountability is assigned to those who have volunteered for or been assigned to the alternative school.

5. Refinement

This stage represents the need for continued self-reflection--for critical comprehensive review of both the objectives and the actual operations of the school or program. Refinement will necessarily be continuous, but may also entail a periodic hiatus from normal operations.



Issues and Concerns Relating to Planning

The five planning phases are a framework for developing an alternative school. A variety of internal and external concerns require careful consideration at all stages of planning and operating a school. Parents, practitioners and administrators must not only be cognizant of these issues but should also regard their resolution as an opportunity for building consensus, support and strength among staff and planning committee members.

Internal Concerns

Internal concerns are issues and considerations which most directly affect the daily operation of the school. Curriculum, people and structure are viewed as the primary internal factors of school organizations. "People" concerns include the school's relationship with parents, students, and the community.

Who Are the People Involved in the School? And What Do They Do?

Students

- o What is the age range, sex, ethnicity, socio-economic mix, ability-level, and number of students who will attend the school?

- o How will they be selected . . . by lottery with predetermined quotas to meet the criteria established or open enrollment?
- o Will students function as teachers and decision-makers as well as learners?

Staff

- What will be the criteria for selection of staff? Competency in a particular area? Ethnicity? Sense of humor? Tolerance for long hours? Ability to work with others? Appreciation of school and system demands? Personal values?
- Who will select the staff?
- How will the staff become a team?
- Will the staff be differentiated?
- How will staff be evaluated?
- Will staff have planning and recuperation time to combat "burnout"?
- What kind of leadership and direction is desired?
- How will part-time and volunteer staff receive orientation and training?
- How will staff account for student progress?
- How will program decisions be made?



Parents

- What will be the role of parents in governance, service, planning, communication, teaching and learning?

What Will the Curriculum Look Like?

- What are the goals, objectives, and purposes of the alternative school?

Although goals will be continually revised, the school must have some clear intent at all times which has been agreed upon by all decision-makers. The purpose should be to do something, not not do something.

- Will the school break from or redefine conventional curricula, or continue other traditional curricula when it is appropriate to its objectives?
- How will it address the question of "basic skills"?
- Will the curriculum be integrated? By theme? By serendipity?
- Will new curriculum resources be used?
- Will the school teach values, personal growth and interpersonal relations?
- How will the community be utilized?
- How will the curriculum be assessed and re-created?



How Will the Organization of the School be Structured?

The Site

- What kind of site is needed and what other facilities will be used?
- Will there be quiet spaces, active spaces, large spaces, and small spaces?
- How will these spaces be arranged?
- How will the school acquire materials and equipment?



Transportation

- o How will students get to school?
- o If students and teachers are travelling outside of the building, how will they get there?

Scheduling

- How will the school use time? The day? The week? The year?
- How will the schedule be communicated to staff, students, and others?
- How will learning experiences be scheduled to meet the need for spontaneity, structure, or continuity?
- How will internal movement be facilitated?

Governance

- Who will be involved in decision-making?
- What will students expect?
- What will staff expect?
- What rules and regulations will need to be established?
- How will they be enforced?

Accountability

- Will there be written documentation, transcripts, reporting systems, parent conferences, student feedback?
- Will students be graded? Tested?
- Will advisory groups be created?
- What is the desired relationship between students and teachers? Teachers and parents?



Grouping

- How will students be grouped? By interest, age, competence, particular advisory group, multi-age family, or random placement?

External Concerns

External concerns are those issues which exist outside the daily operations of the school, but significantly influence the ultimate definitions, construction, and eventual survival of the school.

How Will the School Relate to the Public?

- Will it present a positive public image?
- How will the program(s) be introduced?
- How will volunteers and community resources be used?
- What will the visiting policy be?



What Will the School Cost?

- Does the same per-pupil cost formula for traditional schools apply?
- Are outside funds needed to cover planning, implementation, and training costs?
- How are operational costs determined and then budgeted?

How Will the Parents Be Involved?

- How will parents be involved in the operation of the school?
- Will there be a parent newsletter? Parent committees or associations?

How Will the School Achieve Its Purposes?

- Does the school intend to provide students with opportunities to make decisions? If so, how will this be done?
- Will the various objectives be compatible?

What Will Make This School An Alternative?

- Will its difference be its staffing patterns, student grouping plan, use of community facilities, calendar and scheduling, student selection methods, and/or evaluation design?

While this breakdown may suggest clear-cut delineation between specific concerns, neither the issues, nor the groupings can be neatly compartmentalized and separated in practice. There are continual blurs and juxtapositions that are as unique as the schools themselves and their particular evolutions. With that caveat in place, the following questions suggest the range of the concerns involved in creating an alternative school.

1. How will district school officials be involved?
2. Will there be a special school board member liaison?
3. Will other principals and central office people be invited to participate in school programs? If not, will they meet at any time to discuss the school?
4. Will the school have special privilege or autonomy in the district?
5. Will the teachers' association, union and state education agencies be informed regularly about the school?
6. Will state and district requirements be discussed?
7. How will the school board and superintendent be helped to assess the progress of the school?
8. Will teachers from other schools occasionally participate in the alternative?
9. How will other innovative programs operating within the district be viewed by the alternative school?
10. Will alternative school staff visit other schools?
11. Can the alternative school receive help from other alternative schools, school networks, or regional agencies.
12. Can colleges and universities be involved in the school? Can they provide personnel? Staff development? Credibility?
13. What kind of leadership will be necessary to sustain a successful development/implementation group?

14. Will enough flexibility be built into the planning process to allow for inevitable changes resulting from various interest groups, or pressures?

At each stage of development and for each concern the "journalistic questioning" format is often helpful. For example, in the area of staff development, we might ask:

Who will be involved as participants and trainers?

When is staff development most appropriate?

Where will/should it take place?

Why is staff development necessary?

What forms of staff development will be used? Objectives?

How will staff development be handled/implemented?

When these questions and concerns have been addressed and resolved, the alternative school will be well on the way to opening its doors.

The remainder of this booklet offers school, organizational, and print resources to assist alternative school planners. Good luck!

SECTION III:

**CATALOGUE OF ALTERNATIVE
SCHOOLS / PROGRAMS
IN MASSACHUSETTS**

The following entries were taken directly from the National Alternative School Program (NASP) national directory published in 1978. In the spring of 1981, telephone calls were made to all schools or programs listed for any corrections. Readers should feel free to call or write the contact persons mentioned for further information about the school or program. This listing is not intended to be a complete reference to all alternative schools or programs in the state.





Elementary Schools



Acton

McCarthy-Towne School
Charter Road
Acton, MA 01720

Date Started: 1971

Grades: K-6

Tel. (617) 263-4982

Contact: J. Parker Damon

Arlington

Parmenter School
17 Irving Street
Arlington, MA 02174

Date Started: 1969

Grades: K-6

Tel. (617) 646-1000, ext. 343

Contact: Paul Lamoureux

Boston

Dennis C. Haley Elementary
School
570 American Legion Highway
Roslindale, MA 02131

Date Started: 1975

Grades: K-5

Tel. (617) 522-1661

Contact: Robert J. Berry
Principal

Jackson-Mann School
40 Arlington Street
Allston, MA 02134

Date Started: 1975

Grades: Elementary

Tel. (617) 787-5310

Contact: M. Gregory Toupouzis
Principal

James M. Curley Elementary
School
Pershing Road
Jamaica Plain, MA 02130

Date Started: 1975

Grades: K-5

Tel. (617) 524-1743

Contact: George Guptill
Principal

James W. Hennigan
Elementary School
200 Heath Street
Jamaica Plain, MA 02130
Tel. (617) 427-4573

Date Started: 1977
Grades: K-5
Contact: Joseph Prendergast
Principal

Rafael Hernandez School
370 Columbia Road
Dorchester, MA 02123
Tel. (617) 287-1093

Date Started: 1971
Grades: K-5
Contact: Maria Geddes
Principal

William Monroe Trotter
School
135 Humboldt Avenue
Boston, MA 02121
Tel. (617) 427-3180

Date Started: 1969
Grades: K-5
Contact: Barbara L. Jackson
Principal

Cambridge

Cambridge Alternative
Public School
50-54 Essex Street
Cambridge, MA 02139
Tel. (617) 495-9274, ext. 252

Date Started: 1972
Grades: K-8
Contact: Len Solo
Principal

Centerville

The Wing
Centerville Elementary
School
658 Bay Lane
Centerville, MA 02632
Tel. (617) 775-2890

Date Started: 1971
Grades: K-5
Contact: Sheila Burns



Sharon

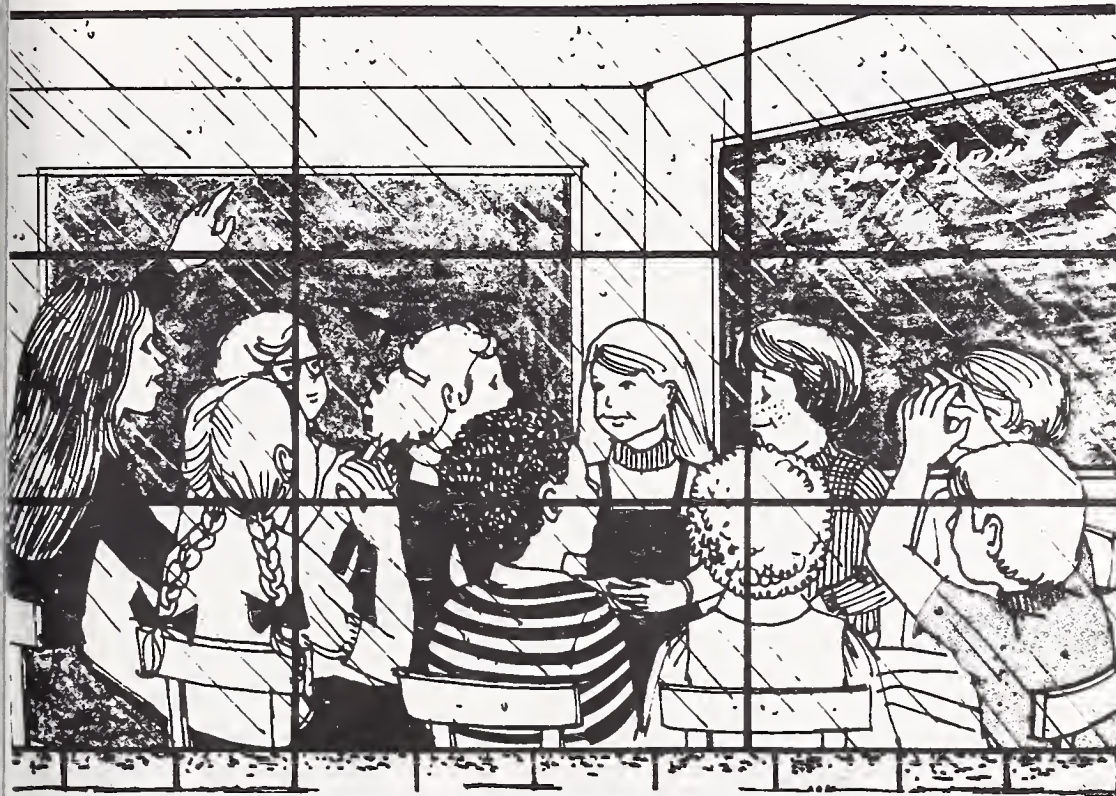
Sharon Alternative
Elementary School
c/o East Elementary
Wilshire Drive
Sharon, MA 02067

Date Started: 1973

Grades: K-6

Tel. (617) 784-3810

Contact: Richard Kine



Middle Schools

Amherst

Learning Community
Amherst Regional High School
Amherst, MA 01002

Date Started: 1974

Grades: 7 and 8

Tel. (413) 549-3975

Contact: William Mornsson

Springfield

Junior High Alternative Program
Acushnet Avenue School
Acushnet Avenue
Springfield, MA 01005

Date Started: 1976

Grades: 8 and 9

Tel. (413) 787-7260

Contact: David Keough



High Schools

Amherst

Alternative School
Amherst High School
Amherst, MA 01002

Date Started: 1974

Grades: 7-12

Tel. (413) 549-3975

Contact: Susan Leibowitz
Director

Arlington

Step
229 Broadway
Arlington, MA 02174

Date Started: 1963

Grades: 9-12

Tel. (617) 646-1000, ext. 363

Contact: John Lennon

Belmont

Focus Program
Belmont High School
221 Concord Street
Belmont, MA 02178

Date Started: 1979

Grades: 10-12

Tel. (617) 484-4700

Contact: Kathy Goldfield

Beverly

Nuva Alternative School
First Baptist Church
211 Cabot Street
Beverly, MA 01915

Date Started: 1973

Ages: 14-17

Tel. (617) 927-6083

Contact: Dana Hamilton
Director, or
Mary Miele
Reading Teacher

Billerica

Project React
Billerica Memorial
High School
390 Boston Road
Billerica, MA 01821

Date Started: 1974

Grades: 9-12

Tel. (617) 667-3142

Contact: Paul Breault

Boston

Another Course to College
(ACC)
60 Joy Street
Boston, MA 02114

Date Started: 1975

Grades: 11 and 12

Tel. (617) 742-5711

Contact: John Best
Teacher-in-Charge

Copley Square High School
150 Newbury Street
Boston, MA 02116

Date Started: 1966

Grades: 9-12

Tel. (617) 267-9805

Contact: Teresa A. Hamrock
Headmaster

English High School
77 Avenue Louis Pasteur
Boston, MA 02115

Date Started: 1975

Grades: 9-12

Tel. (617) 738-6300

Contact: William A. Lawrence
Headmaster

Madison Park High School
New Dudley Street
Roxbury, MA 02119

Date Started: 1975

Grades: 9-12

Tel. (617) 445-2440

Contact: Thomas Hennessey
Headmaster

Brockton

Brockton Alternative
High School
21 High Street
Brockton, MA 02401

Date Started: 1972

Grades: 9-12

Tel. (617) 580-7203

Contact: Robert J. O'Meara

Brockton Alternative
Junior High School
Brockton, MA 02401

Date Started: 1978

Grades: 7 and 8

Tel. (617) 580-7203

Contact: Joseph Gilbert
SPED Director, or
David Walker
Liaison for
Alternative Program

Brookline

Brookline High School-
Within-A-School
115 Greenough Street
Brookline, MA 02146

Date Started: 1970

Grades: 10-12

Tel. (617) 734-1111, ext. 277

Contact: Ellen Kaplovitz
Acting Coordinator

Burlington

The Alternative Studies
Program
Burlington High School
Cambridge Street
Burlington, MA 01803

Date Started: 1975

Grades: 9-12

Tel. (617) 273-1870

Contact: Walter Marshall
Coordinator



Cambridge

Cambridge Fundamental
High School
459 Broadway
Cambridge, MA 02138

Tel. (617) 498-9218

Date Started: 1976

Grades: 9-12

Contact: Margaret Legendre

Cambridge Pilot School
Lowell Lecture Hall
459 Broadway
Cambridge, MA 02138

Tel. (617) 498-9200

Date Started: 1969

Grades: 9-12

Contact: Ray F. Shurtle
Dean

Community Based Learning
Program
459 Broadway
Cambridge, MA 02138

Tel. (617) 498-9205

Date Started: 1971

Grades: 9-12

Contact: Robert Richards



Enterprise Cooperative
159 Thorndike Street
Cambridge, MA 02140

Tel. (617) 498-9200

Date Started: 1977

Grades: 9-12

Contact: William Toomey

The Group School
345 Franklin Street
Cambridge, MA 02138

Tel. (617) 491-4884 or
661-1525

Date Started: 1970

Grades: 9-12

Contact: Joan Whittuner or
Adria Steinberg

Cohasset

Cohasset Alternative School Pond Street Cohasset, MA 02025	Date Started: 1971 Grades: 9-12 Contact: Al MacDonald
Tel. (617) 323-2910	

Danvers

Danvers Alternative High School 105 Elliott Street Danvers, MA 01923	Date Started: 1978 Grades: 9-12 Contact: Andrew Beck Director (Founder of Alliance of Alterna- tive Schools)
Tel. (617) 777-3820	

Falmouth

Falmouth Alternative High School 874 Gifford Street Falmouth, MA 02540	Date Started: * Grades: 9 and 10 Contact: Gene Bulluck-Wilson
Tel. (617) 540-2200	

Framingham

The Satellite Learning Program Joseph P. Keefe Technical School 750 Winter Street Framingham, MA 01701	Date Started: 1973 Grades: 10-12 Contact: Walter Kurowski
Tel. (617) 879-5400	

*Information not available at time of publication

Hamilton

Project Advenutre
Hamilton-Wenham Regional
High School
P.O. Box 157
Hamilton, MA 01936

Date Started: 1971

Grade: 10

Tel. (617) 468-1766

Contact: Karl Rohnke

Holyoke

Holyoke Street School
130 Race Street
Holyoke, MA 01040

Date Started: 1971

Ages: 15-21

Tel. (413) 536-2160

Contact: Mary Elizabeth Beach
Director

Hyannis

Alternative Learning Program
Barnstable High School
744 West Main Street
Hyannis, MA 02601

Date Started: 1974

Grades: 9-12

Tel. (617) 771-2714

Contact: Scott Kivel
Director

Lexington

Education Without Walls
Lexington High School
251 Waltham Street
Lexington, MA 02173

Date Started: 1969

Grades: 11 and 12

Tel. (617) 862-7500

Contact: Alan November



Lynn

Lynnshore
112 Exchange Street
Box 389
Lynn, MA 01903

Date Started: 1972

Ages: 14-20

Tel. (617) 581-5110

Contact: Richard Harris

Mattapoisett

Independent Learning Center
Old Rochester Regional
High School
Mattapoisett, MA 02739

Date Started: 1971

Grades: 9-12

Tel. (617) 758-4223

Contact: Carol Sanz

Needham

The Educational Cooperative
(T.E.C.)
1176 Greendale Avenue
Needham, MA 02192

Date Started: 1977

Grades: 10-12

Tel. (617) 444-6155

Contact: David Svendsen

North Weymouth

Reach High School
21 Athens Street
North Weymouth, MA 02191

Date Started: 1976

Grades: 7-12

Tel. (617) 337-6118

Contact: Gary Urgonski

Peabody

North Shore Community
School
9 Margin Street
Peabody, MA 01960

Date Started: 1976

Grades: 9-12

Tel. (617) 532-4450

Contact: Rod Walsh

Pittsfield

Pittsfield Alternative
School

Date Started: 1973

Pittsfield Public Schools
Pittsfield, MA 01201

Grades: 7-12

Tel. (413) 499-1234, ext. 274 Contact: Thomas Mawhinney
Director

Randolph

Advance Program
Randolph High School
Memorial Parkway
Randolph, MA 02368

Date Started: 1980

Grades: 9-12

Tel. (617) 963-7800 Contact: Pat Conaway

Reading

Project Focus
Reading Memorial High School
62 Oakland Road
Reading, MA 01867

Date Started: 1976

Grades: 9-11

Tel. (617) 944-4065 Contact: Ken Feit
Coordinator

Somerville

Full Circle School
165 Broadway
P.O. Box 151
Somerville, MA 02145

Date Started: 1972

Grades: 10-12

Tel. (617) 623-8812 Contact: Lois Levinsky
Director or
Colleen Melloon



Next Wave School
156 Highland Avenue
Somerville, MA 02143

Tel. (617) 623-5350

Date Started: 1977

Grades: 7-9 (ages 12-16)

Contact: Tim Callahan

Springfield

Jesi
Carew Street School
Carew Street
Springfield, MA 01104

Tel. (413) 787-7293

Date Started: 1971

Grades: 9-12

Contact: Melvyn Burroughs
Director

Sudbury

Lincoln-Sudbury West
High School
Fairbank Road
Sudbury, MA 01776

Tel. (617) 443-4782

Date Started: 1980

Grades: 10-12

Contact: Sandy Topalian

Ware

Alternative Learning Center
Valley Human Services
96 South Street
Ware, MA 01082

Tel. (413) 967-6241

Date Started: 1974

Grades: 7-12

Contact: David Deschamps
Coordinator

Watertown

EEE Program
(EDCO's Employment &
Education Program)
85 Main Street
Watertown, MA 02172

Tel. (617) 923-9518

Date Started: 1978

Grades: 9-12

Contact: Terri Grobe
Program Coordinator

Weston

Weston Inside Outside
Program
Weston High School
Weston, MA 02193

Date Started: 1978

Grades: 9-12

Tel. (617) 899-0620

Contact: Steve Schaffer
Director

Woods Hole

Omnibus Alternative
Education Program
Church Street
P.O. Box 317
Woods Hole, MA 02543

Date Started: 1972

Grades: 9-12

Tel. (617) 548-9441

Contact: June A. Kuniholm
Executive Director

Worcester

Returnee Program
North High School
150 Harrington Way
Worcester, MA 01604

Date Started: 1974

Grades: 9-12

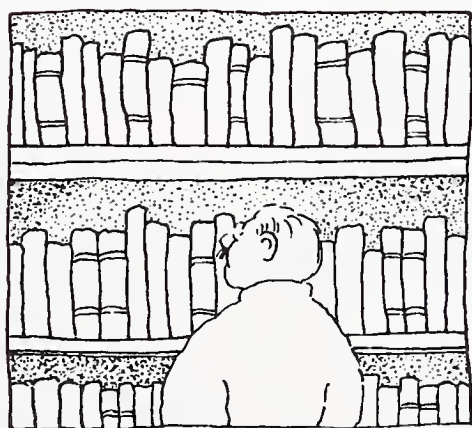
Tel. (617) 799-3370

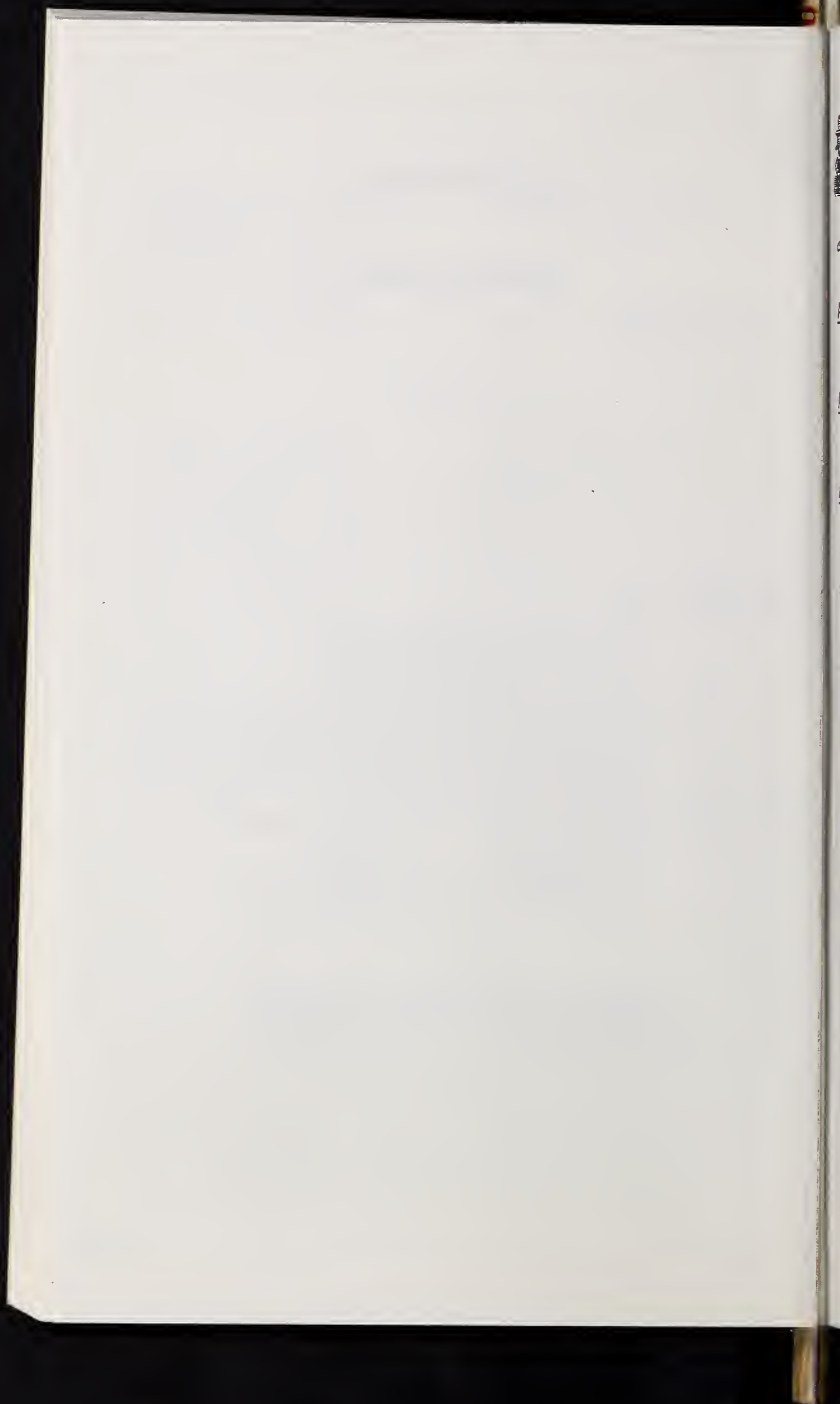
Contact: Cliff Sawyer



SECTION IV:

RESOURCES







Books and Reports

Please note that prices, where indicated, may have changed since this list was compiled.

All Our Children: The American Family Under Pressure.

Kenneth Kenniston and the Carnegie Council on Children.
New York: Harcourt, Brace, Jovanovich, Inc., 1977.

Alternative Education: A Source Book for Parents, Teachers,
Students and Administrators. Maria Fantini (editor),

New York: Doubleday and Company, Inc., 1976.

Alternative, Innovative, and Traditional Schools: Some

Personal Views. Len Solo, Landon, Maryland: University
Press of America, Inc., 1980.

Alternative Schools: Realities, Ideologies, Guidelines.

Terrance E. Deal and Robert R. Nolan (editors), Chicago:
Nelson-Hall, 1978.

Alternative Schools: Why, What, Where and How Much.

Available From: National School Public Relations Asso-
ciation, 1801 North Moore Street, Arlington, VA 22209.
Price \$7.95.

Alternatives in Education: Freedom to Choose. Vernon Smith,

Robert Barr, Daniel Burke (1976). Available From:
Phi Delat Kappa, Box 789, Bloomington, IN 47401.
Price \$5.00.

Education Programs That Work (1980). Available From: Far

West Laboratory for Educational Research and Development,
1855 Folsom Street, San Francisco, CA 94103. Price \$4.95.

Evaluating Non-Traditional Programs: A Handbook of Issues
and Options. Jeff Amory and Tom Wolf. Available From:

National Alternative Schools Program, School of Education,
University of Massachusetts, Amherst, MA 01003.
Price \$3.00.

National Directory of Public Alternative Schools (1977-1978).

Available From: National Alternative Schools Program,
School of Education, University of Massachusetts, Amherst,
MA 01003. Price \$4.40.

National Directory of Alternative Community Schools (1980).
Available From: National Coalition of Alternative
Community Schools, 1289 Jewett Street, Ann Arbor, MI
48106. Price \$5.00.

The New Secondary Education (1977). Maurice Gibbons.
Available From: Phi Delta Kappa, Box 789, Bloomington,
IN 47401. Price \$5.00.

Parents, Teachers and Children: Prospects for Choice in
American Education (1977). Available From: Institute
for Contemporary Studies, 260 California Street, San
Francisco, CA 94111. Price \$5.95 plus \$.75 postage.

Research Report: Alternative Schools (1977). Available
From: National School Boards Association, 1055 Thomas
Jefferson Street, NW, Washington, DC 20007. Price \$3.50.

Schools Where Parents Make A Difference (1977). Don Davies.
Available From: Institute for Responsive Education,
705 Commonwealth Avenue, Boston, MA 02215. Price \$3.95
prepaid.

*In addition to these materials, the Rand Corporation has
published these reports in their series, A Study of Alterna-
tives in American Education. These are available from:
Rand Corporation, 1700 Main Street, Santa Monica, CA 90406.*

- District Policies and the Implementation of Change.
S. Bass (#R-2170-1-NIE)
- District/School Relations and the Role of Change.
(#R-2170/2-NIE)
- Diversity in the Classroom. P. Barker, T.K. Bikson,
J. Kimbrough. (#R-2170/5-NIE)
- Family Choice in Schooling. R.G. Bridge, J. Blackman.
(#R-2170/4-NIE)
- The Role of Teachers in Implementing Alternatives.
R. Rasmussen. (#R-2170/3-NIE)

Newsletters

National Coalition News. National Coalition of Alternative Community Schools (NCACS), 1289 Jewett Street, Ann Arbor, MI 48106. Five issues per year; subscription included in NCACS membership.

The Unicorn. The Alternative Schools Exchange, The Alternative Community High School, 400 Lake Street, Ithaca, NY 14850. Four quarterly issues; subscription is \$2.00.



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West Boylston, MA 01583
(617) 835-6267

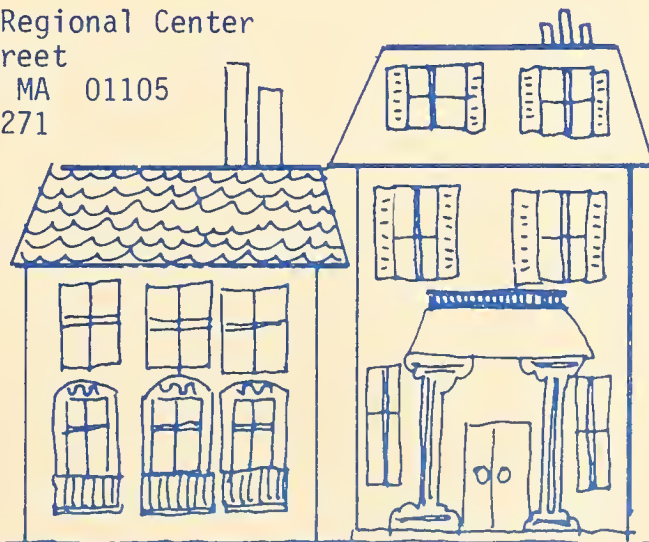
Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, MA 02140
(617) 547-7472

Northeast Regional Center
219 North Street
North Reading, MA 01864
(617) 727-0600

Pittsfield Regional Center
188 South Street
Pittsfield, MA 01201
(413) 499-0745

Southeast Regional Center
P.O. Box 29
Lakeville, MA 02346
(617) 947-3240

Springfield Regional Center
155 Maple Street
Springfield, MA 01105
(413) 739-7271



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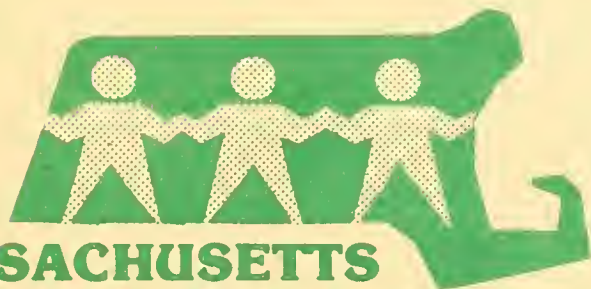
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22. EDUCATION FOR FAMILY LIVING



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EDUCATION FOR FAMILY LIVING

By

Sandra Myers
Project SPOKE
Norton, MA

In Conjunction With:

**BUREAU OF CURRICULUM SERVICES
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Robert A. Watson, Director

and

**GOVERNOR KING'S ADVISORY COMMITTEE ON
CHILDREN AND THE FAMILY**

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Sheldon H. White, Ph.D., Chairman, Subcommittee on Education

Edited and Produced by:

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Massachusetts Department of Education
31 St. James Avenue, Room 614
Boston, MA 02116
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Cecilia M. DiBella, Director
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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resource materials for school programs and services;
- to assist the Department of Education and its six regional centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

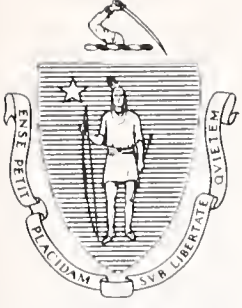
The project is located in the Department of Education's Boston office. In addition, each regional center has a staff member who maintains contact with project activities and works with regional staff to improve information and dissemination services within the center. Ultimately, the regional centers function as switchboards--at times providing services directly to schools, at other times connecting them with the many resources existing beyond the Department of Education. The development of this series, as its name suggests, is one way the project is helping to make these connections.

Please contact a member of the project staff listed on the preceding page for more information about the Massachusetts Dissemination Project or other *RESOURCES FOR SCHOOLS* publications currently available.

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THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE DEPARTMENT

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EDWARD J. KING
GOVERNOR

I believe that the health of society depends on the strength of the family. I also believe that the family today, in Massachusetts and elsewhere, is in need of help. Some of that help can, and should, come from state government. I am, therefore, pleased to endorse this booklet as a valuable resource for teachers, administrators, and parents in the Commonwealth, and as one example of state support of programs for the family. It is the result of a cooperative effort between the Governor's Advisory Committee on Children and the Family and the Department of Education.

During the past few months we have discovered that family life education is an important part of the curriculum in many of our schools. For those of you who have not yet initiated such programs, this booklet will help. Where such programs are already in operation, I urge you to expand them to include more children and their parents. Wherever and whenever we can, we all must work together to strengthen Massachusetts families.


EDWARD J. KING

PREFACE

This resource book is intended to help Massachusetts schools make family life education available to their students. There is a need for such education and a number of Massachusetts school systems have moved to meet it. Many more would like to do so. The first section of this booklet describes seven curricula now used by Massachusetts schools. The second section presents a brief picture of many other family life courses now in operation in the state and directs the reader to experienced people who can provide useful information and advice. The third section lists published curricula and curriculum materials, and facilities which assist in funding and training. We called this section "the yellow pages" when we planned it. It is intended to help schools get started.

Origins of This Booklet

In his introduction, Governor Edward J. King describes the need for education in support of the family. Both he and Gregory R. Anrig, Commissioner of Education, have been wholeheartedly and energetically concerned with the responsibilities of their administrations to the family. This booklet is the product of collaborative work between the Governor's office and the Commissioner's office. For both, it constitutes part of a larger program of activities on behalf of children and families now underway in the Commonwealth.

In September, 1980 the Governor's Advisory Committee on Children and the Family, appointed by Governor Edward J. King and chaired by Dr. Armand M. Nicholi, II, submitted its first report to the Governor. Governor King appointed the Committee in May, 1979 asking it: (1) to ascertain the impact of rapid social change on Massachusetts families; and (2) to determine appropriate steps government can take to strengthen and support families. The full membership of the Committee appears on page 6.

Meeting regularly with Governor King in 1979 and 1980, the Committee examined state judicial, public health, social service, and educational activities as they impinged upon the viability and strength of Massachusetts families. A set of preliminary recommendations was offered to Governor King in the Committee's report of September, 1980. This resource book is a response to one of them, which reads:

"We recommend that courses in family life education (based on curricula reflective of local community norms and standards, and including practical experiences of caring for others) be available in all Massachusetts public school systems. The Governor should direct the Commissioner of Education to work with the Governor's Advisory Committee on Children and the Family in preparing the most expeditious plan for implementing such courses statewide."

Governor King directed Commissioner Anrig to submit a plan for statewide implementation no later than December 15, 1980. Commissioner Anrig's office then proceeded to work with members of the Committee to establish a plan. A working group was formed. Acting for the Committee were members of its Subcommittee on Education and the Family--Lynne F. Novogroski, Dr. Warren Schumacher, Reverend Russell Way, and myself as chairman -- together with Dr. Richard W. Small, Staff Director of the Committee. Acting for Commissioner Anrig were Robert A. Watson, Director, Bureau of Curriculum Services; Dr. James H. Case, Acting Associate Commissioner of Curriculum and Instruction; Dr. Cecilia M. DiBella, Director, Massachusetts Dissemination Project and Sandy Meyers. Sandy, on leave from her teaching position with Hingham Public Schools, joined the Department to work on this publication. We are grateful to John Stefani, Director of Project SPOKE Collaborative in Norton, for making the arrangements necessary for her temporary assignment.

On October 21, 1980 Commissioner Anrig wrote to superintendents of all school districts in

the state, asking them to submit descriptions of curricula and materials proven successful in teaching the responsibilities of family life. Over seventy school systems reported back with accounts of their ongoing programs. From the reports to Commissioner Anrig and from other recent surveys, the working group estimated there are now over one hundred school systems with family life programs in Massachusetts. Accounts of these programs were carefully examined, and further information about a number of them was obtained by telephone calls and site visits to the communities.

Sandy Myers did the demanding work that it took to explore the programs and to bring useful information about them all together. Her judgment and insight were such that we never hesitated a moment in accepting her perceptions of these programs. The working group convened for an all-day meeting in the Department of Education offices on St. James Avenue. At that meeting, the seven programs described in Section I of this resource book were selected, and the general design of the "yellow pages" of Section III was agreed upon. Dr. DiBella wrote the abstracts for Section II and the Project staff were responsible for the technical and editorial work on the manuscript.

The seven programs profiled in Section I were not selected in the spirit of a prize competition, nor do we argue that they are "the best in Massachusetts." We were reasonably concerned that our exemplary programs be of fine educational quality, but we selected the set to give a sense of feasibilities and possibilities. In the judgment of the working group, the programs in Northfield, Rockport, Reading, Springfield, Medford, Northampton, and Rockland mark out a range of attractive educational possibilities. Six of the seven programs have been implemented. The seventh, Northampton, is an example of thoughtful and detailed program planning, unusual in that it is designed to be implemented in the elementary grades. The Northfield and Pioneer Valley programs are excellent treatments of the most common kind of approach to family life education in the state. The Medford program seemed different because it made much use of community involvement. Rockport showed an interesting use of simulation and role-playing techniques. Reading had an unusually sophisticated treatment of scientific and scholarly materials.

We were gratified to find that family life education is an established and reasonably sophisticated enterprise in many places in Massachusetts at this time.

Possibilities and Pitfalls

Other states are acting at the same time as Massachusetts to enlarge family life education. The Connecticut legislature has just passed Public Act 79-463 calling for the creation of a statewide family life curriculum. New activities in government, universities, and business all seem to point to a growing demand for family life training. Why?

Being a parent takes a lot more time, skill, and knowledge nowadays than it used to. It takes love and caring to be a parent, as it always has and always will. But parents today must guide their children through years and years of growth, education, and career-finding in a way that is unprecedented in human history. At every step of the way, those parents must be able to understand and work with pediatricians, health facilities, preschools, teachers, schools, athletic and artistic training programs, religious programs, community agencies, possibly social work facilities, possibly any of the bewildering variety of services for the handicapped. Although we are going to be asking more and more of children when they become responsible adults, we keep children as children a lot longer than we used to. Youngsters do not get out into the middle of adult community life in the way they did when community life was simpler and smaller in scope. Growing up in smaller and busier families, children today often miss the chance to take care of smaller children in a way that was once commonplace. Children today march toward family life needing a good deal of intellectual and emotional preparation that they are not always fortunate enough to find on their way.

The arguments in favor of family life education might be good, but some people are skeptical. Their criticisms come from two directions. Some believe that family life education is a pious frivolity, well-meant but of unproven effectiveness. Others presume that family life education is very potent, but they say it represents one more invasion by the

schools of the family's sole responsibility to give a child sufficient and proper training in values.

A reasonable response to these reservations is to give people freedom of choice. Communities should be able to specify what kind of curriculum seems most acceptable to them and, within each community, any student should be free to say yes or no to a family life course. I believe that most parents, given free choice, will recognize that education for family life is fast becoming a "basic" for a youngster moving toward adult responsibilities in a complicated society. These parents will welcome whatever assistance the schools can offer in educating their child, neither disdaining the school's effort as trivial nor fearing it as preemptive.

We took pains to set forth a spectrum of resources in this booklet, in part because we believe teachers do not want "canned" and fully prescriptive curricula, in part because we believe that concerned parents will welcome the chance to think about a number of interesting possibilities.

Last but by no means least, our thanks go to the many teachers, administrators, and program directors in our schools who contributed to this publication by providing time, information, and materials, and by sharing their expertise.

Sheldon H. White, Ph.D.
Chairman,
Subcommittee on Education and the Family,
Governor's Advisory Committee on Children
and the Family

Professor of Psychology,
Harvard University

**Members of Governor King's
Advisory Committee on Children and the Family**

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SECTION I

PROGRAM PROFILES

These profiles represent a sampling of some of the approaches to family life education in Massachusetts. Criteria for selection included the number of students involved, the comprehensiveness of topics covered, the cost of implementation, creative techniques, and parent and community involvement. There is no "model" program for family life education, but these programs do illustrate a variety of approaches in the framework of different subject areas, various methods of implementation, and a wide range of curricula, materials and resources.

Inclusion of any program or resource in this or the following section does not imply endorsement by the Department of Education. Communities are listed alphabetically, and readers are encouraged to contact the schools for additional information.

MEDFORD

Contact: Sharyn LaHaise
Medford High School
489 Winthrop Street
Medford, MA 02155
Tel. (617) 396-5800, ext. 210

"Human Relations" at Medford High School is an elective open to juniors and seniors. There are presently twelve sections, each meeting four times a week. Approximately twenty-five students are enrolled in each section, one third of whom are boys. Each of two home economics teachers is responsible for six sections.

Program Description

During this course, students examine their own identities, interpersonal relationships with family and peers, and with the person eventually selected as a mate. Classes are largely discussion-oriented, with the teacher serving as a resource person and as a catalyst. A wide range of relevant, thought-provoking topics is presented, and the teacher creates a non-threatening atmosphere to encourage a great deal of self-expression. Major units cover:

I. Understanding Oneself

Who am I?, Communication, Mental Health and Problems of Teens, Emotions, Self-esteem, Peer Relations, Social Responsibility, and Parent/Teen Relationships

II. Health

Personal Grooming; First Aid Techniques; Preventive Medicine; Alcohol, Drugs, Tobacco; Venereal Disease; and Birth Defects

III. Stages of the Life Cycle

Masculine/Feminine Roles and Relationships, Dating, Love, Marriage, Birth/Parenting, Aging, and Death

An extensive panel of speakers is an integral part of the curriculum. Local community service and business people volunteer their time in the classroom to discuss such topics as exercise and nutrition (Health Club), job preparation (Burdett College), and alcoholism (Alcoholics Anonymous, Alateen, Alanon.) There have been some very poignant presentations. A representative from Omega, a Boston residence for the terminally ill, discussed death in the context of the family. This evolved into a debate about old age and euthanasia. Parents Anonymous deals with child abuse, and a presentation comes straight from the source - parents who have abused their children. Discipline, verbal abuse, and sexual abuse are also discussed.

A week of "exploring marriage" is provided by a representative of the Family Service Association of Greater Boston who presents materials developed with the assistance of the instructor of this course. Topics are developed from hundreds of questions high school

students asked about marriage. Discussions include the definition of marriage, why people marry, personal qualities in a selected mate, expectations, divorce, communication and money management. Mini-lectures, case studies, group activities and role-playing techniques are used throughout.

Student opinion is an important facet of the course. Constructive criticism is offered by the class, as well as anonymously - written questions to be answered or suggestions for activities. Role-playing situations created by the students are videotaped and reviewed for discussion. In addition, a contract grade sheet is filled out by each participant at the end of the course. Point totals for attendance, class participation, work completed, attitude, and extra credit are submitted and reviewed by the teacher in case of a discrepancy.

A course in "Early Childhood" is also offered by the Medford home economics department. Effective parenting is the primary focus. Students have an opportunity to study the physical, psychological, sociological and intellectual development of the child, and the impact of parenting on the child's development. The focus of attention is on early childhood, prenatal to six years, with emphasis on children of one to four years of age. The students develop and implement activities in a nursery school for four-year olds as part of the curriculum. The class meets four periods per week, two of which are in the nursery school located within the high school.

Program Implementation

The "Human Relations" course began about thirteen years ago as "Marriage and Family Living", meeting once a week. Eight years ago the curriculum was revised to the four-credit elective, "Human Relations." Classes remained all girls until three years ago, when the teacher recruited twelve boys. At this time, all classes are co-ed, some having more boys than girls. The popularity of the program speaks for itself. It is the largest elective in the school.

Materials

The materials utilized in "Human Relations" help keep the cost to a minimum. Pamphlets from March of Dimes, Johnson & Johnson, Kraft, Carnation, the American Cancer Society, and the Department of Health, Education, and Welfare are supplied free of charge. Magazines such as "Co-Ed" and "Current Health," furnish a great deal of information, and case studies are extracted from "Good Housekeeping," "Redbook," and "Ladies' Home Journal." Television shows and current movies such as "Kramer vs. Kramer" and "The Elephant Man" are used for class discussion. "Dear Abby" and "Ann Landers'" columns supply additional food for thought. Activity masters are included with some magazines, and workshops help to spread teacher-made materials. Various films and filmstrips are used, some free, and some for a fee.

NORTHAMPTON

Contact: M. Patricia Williams, Health Coordinator
Northampton High School
380 Elm Street
Northampton, MA 01060
Tel. (413) 586-6970 ext. 361

The major goal of the Comprehensive Health Education Program in Northampton is to enable students to acquire knowledge and understanding, develop decision-making skills, and establish practices and behavior that will promote optimum health for the individual, the family and the community.

Program Description

A kindergarten through grade twelve program has been in preparation since 1978, and is now, with the exception of grades 7 and 8, complete. The high school curriculum has been implemented and the newly-developed K-6 program will be introduced this spring. Although this program is largely a part of the science curriculum, it is integrated into other areas such art, language arts, and social studies.

Family Living units are part of a total health education curriculum at each grade level. Other units for kindergarten through grade 12 include: Emotional Development and Mental Health, Personal Health and Physical Fitness, Body Structure and Functions, Nutrition, Dental Health, Prevention and Control of Disease, Safety and First Aid, Substance Abuse Prevention, Community and Environmental Health, Consumer Health and Health Career Awareness. Ninety-eight teachers will soon begin teaching the health program to more than two thousand elementary students.

The most impressive aspects of the K-6 program description are the objectives, the activities, and the use of a variety of media. When second graders explore different types of family structures, they view a videotape entitled "Everybody Else and You" from the ALL ABOUT YOU series broadcast by the Massachusetts Educational Television (MET). Then they complete a number of activities from the teacher's guide, and write about ways their families help one another. Filmstrips on "Children Around the World" enable students to identify some ways that families reflect different cultural heritages.

Fourth graders update their personal journals to include new family members or special family happenings. To help students recognize and cope with sibling rivalries, they view the videotape "Brothers and Sisters" from the INSIDE/OUT series on MET. They discuss the many ways to be a brother or sister (blood brother, foster brother, step brother), and write a poem, draw a picture, or make a collage expressing how they might feel if they were an only child. A student who is an only child expresses feelings about having siblings.

Sixth graders explore various life styles and discuss various career choices. After watching the videotape entitled "The Way We Live" from the BREAD AND BUTTERFLIES series on MET, students are able to describe differences in the way people live, and to identify areas of similarity and differences between several contrasting life styles. As a follow-up activity, students compare their own life styles to that of the videotaped family, and create an ideal future life style for themselves.

Program Implementation

Northampton's health program actually began in 1978 with most teachers developing their own curriculum ideas. The writing of a formal system-wide program began in 1979, and is near completion. Title IV(B) funds supplemented the initial K-12 expenditure of approximately \$10,000. Instrumental in developing the program was the Northampton Health Education Community Advisory Committee, comprised of students, parents, teachers, administrators, members of the clergy, business people, and health and social services professionals. The committee previewed all family living materials, and portions were accepted or rejected by majority vote. Monthly meetings during the school year allow members to review current 7th and 8th grade programs for adoption and to keep abreast of any new developments in the health curriculum.

All K-6 teachers have had separate grade level workshops on release days. During this time they were introduced to curriculum and materials, and helped to identify those areas where further training was necessary. Follow-up meetings in each school are being held. The many inservice workshops throughout the year focus on such topics as First Aid, New Research on Drugs, Coping with Stress, Discipline, Nutrition, Implementation of Sex Education, and Death and Dying.

Letters of information are sent to all parents of K-12 students explaining the sex education portion of the program. These are not permission slips, but serve to inform parents of the subject matter to be covered, and encourage them to talk with their children. Those parents who wish their children to be excluded must call the Health Coordinator. There have only been two such cases in the last two years (grade 9), and an alternative learning experience appropriate for the student was provided.

Community education programs are offered to bring the schools and community closer together. Most recently, two programs on marijuana were co-sponsored by the health education department and the Northampton Police Department. These evening programs are offered to community members and to secondary school students. Additional programs are being planned.

Materials

The following resource materials exemplify the large variety used in Family Living units:

Texts

Little, Brown, and Company
34 Beacon Street
Boston, MA 02106

Blood and Guts: A Working Guide to Your Insides

Scott, Foresman Company

You And Your Health, a general reference text for grades K-6

Audio-Visuals

American Cancer Society

Local units make multi-media health kits such as: My Body, My Choice (K-3), My Self, My Health, available on a free loan basis.

American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014

DUSO-1 and DUSO-2 (Developing Understanding of Self and Others) multi-media kits for
grades K-4, 1980, \$122

Massachusetts Educational Television (MET)
54 Rindge Avenue Extension
Cambridge, MA 02140

Videotapes and teacher's guides include:

"All About You" series (emotional development and family living)
"Bread and Butterflies" series (decision-making, career counseling)
"Freestyle" series (reduce sex-role stereotyping)
"Inside/Out" series (emotional health, interpersonal relations)
"Like You, Like Me" series (handicapped children)
"Ripples" series (human values, relationships)

Walt Disney Educational Media Company
500 South Buena Vista Street
Burbank, CA 91521

Walt Disney Growing Up series (sound filmstrips):

"The Story of Menstruation" (grades 5-6)
"You and Your Feelings About Others"
"You and Your Feelings About Your Changing Body" (grades 6-8)
"Your Growth Toward Manhood" (grades 5-6)

NORTHFIELD

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"Human Relations" courses at Pioneer Valley Regional School are offered through the home economics department. Four classes are available for students in grades 9-12, and two and one-half credits in this area are required for graduation. There are currently thirty-four freshmen and sophomores enrolled in "Ourselves," (2 1/2 credits), forty-one juniors and seniors in "Coping With Life," (2 1/2 credits), thirty-four juniors and seniors in "Understanding Children," (2 1/2 credits) and nine juniors and seniors in "Child Growth and Development" and "Laboratory Nursery School," (15 credits).

Program Description

"Ourselves" is a semester course for students in grades nine and ten, although others may elect it. It is designed to help students look at themselves in relation to physical, social, emotional and intellectual development. Several areas explored are: values, goals, sexual development, feelings, friends, family and decisions. In an art-related lesson, students draw self-portraits in silhouette. They divide their drawings into ten puzzle-like sections and represent in each a value, a goal, or something cherished. A variety of artistic media is used, and students then share their silhouettes with the class, enabling each of them to become more familiar with their classmates.

"Coping With Life" is a semester course which focuses on the student's future. The roles, responsibilities and skills needed in the adult world are examined. Major areas included in this course are: awareness of other people, values, goals, decision-making, relationships, human sexuality, types of families, marriage, money management, divorce, terminal illness, serious accidents, care of the elderly, and death.

Interesting activities highlight this course. As students become familiar with the family life cycle, community participants representing each stage of the life cycle hold a lengthy panel discussion in the classroom. Panelists include those who are newly married, expecting their first child, raising their first child, raising young children, raising an adolescent, "launching" offspring into the world, alone after their children are out of the home, and retired. Resource people field questions from the class and talk about their particular stage of life. A videotape is made of the panel and it is available for further discussion and review.

In the last two years a unique activity called Adventure Yourself has been included in the "Coping" class. In a retreat setting, students have an opportunity to get away from the school environment and focus on themselves--their values, their feelings, and their plans for the future. Group leaders trained in areas such as interpersonal relationships, human sexuality, self actualization, and parent/teen relationships conduct the retreat.

The retreat occurs about two-thirds of the way through the course. Approximately fifty students and their teachers spend a day in the hills of New Hampshire or a ski lodge near the Berkshires. Small groups are formed and each rotates through the workshops conducted by the leaders. At the completion of Adventure Yourself each student writes an autobiographical essay recalling activities experienced in the human development unit.

"Understanding Children" is a semester course in parenting designed to develop skills that will help guide the development of children. Major areas of emphasis are: reasons for having children; prenatal development; child birth; advent of children and changes in the family; baby's first year and parents' first months of adjustment; birth defects;

contraception as it affects responsible parenting; the "whole child" theory of development; and families of other cultures.

There is a good deal of community involvement in the "Understanding Children" course. A series of speakers discuss the concerns of children at various stages of development. These speakers are parents who discuss their own children, and their own experiences. A husband and wife team explain prepared childbirth, and additional guest speakers cover the topics of birth defects and genetic counseling.

During the first class, students receive an envelope containing about forty statements pertaining to child development and parenting. Typical examples are:

*I will never allow anyone, even the babysitter,
to discipline my child.*

I always spank my child.

I believe my child should read by the age of three.

My child will never do anything wrong.

Students rate each statement on a values continuum, projecting their roles as parents. Their responses are then sealed in the envelopes. At the end of the course, the activity is repeated. After comparing responses, participants write several paragraphs reflecting any attitudinal changes.

"Child Growth and Development Laboratory Nursery School" is a fifteen credit course which meets fifteen hours per week. The emphasis is on the growth and development of the four-year old. The nursery school enables students to gain practical experience with children. Concentrated study correlates with the laboratory work.

Program Implementation

The course "Coping with Life" has been in existence since 1976, when a federal grant provided for curriculum enrichment. Earlier versions of the course have been taught in the home economics department since the early sixties. Boys asked to be admitted several years before it was mandatory to provide the same opportunities under Chapter 622.

"Ourselves" has undergone various names since the late sixties, particularly when boys were included. "Understanding Children" has been in the department since the sixties as well. "Child Growth and Development Laboratory Nursery School" began in September, 1973. A federally funded proposal from Consumer and Homemaking funds provided the seed money to make it possible. This has been a very successful occupational program, and the pride of the school.

These courses are regular teaching assignments, and materials needed for them have been purchased through the regular budget. Several federal grants have provided further opportunities to enrich all programs. Seed money has been added to develop media materials, and allow for guest lecturers and special field trips such as the all day retreat.

The home economics department has developed a slide/tape show which depicts the Pioneer Valley program. It has been shown at several state-wide home economics meetings, to the school committee and other local organizations.

In addition to these components, several proposals have been written and funded. Resources and activities have been expanded to meet the needs of the students in these small rural communities. Pioneer Valley is presently involved in a project entitled, Focus on the Family, the objective of which is to develop a closer linkage between the school and its surrounding communities. This objective is being accomplished through mini-workshops,

community fairs, parents' retreats, and newsletters. Several community organizations are also involved in this linkage system.

Materials

Many resources are used in these programs. Two parts of the state curriculum entitled Personal, Family and Community Relationships and Adult Roles and Functions, and materials from the Education Development Center are described further in the resource section of this booklet.

A small sample of additional resources and materials follows:

Texts

Charles A. Bennett Company, Inc.
Peoria, IL 61614

Me: Understanding Myself and Others, by Riker and Riker, 1977

Person to Person, by Sasse, 1978

Audio-Visuals

Guidance Associates
Communications Park
Box 300
White Plains, NY

"Future of the Family"
"Interpersonal Relationships"
"Seeking Independence"
"Why Marriage?"

Insight Films, Inc.
Box 407
New York, NY

"No Tears for Kelsey"
"Roommates for a Rainy Day"
"Seventeen Forever"
"The I Am Loving and Capable Story", (I.A.L.A.C.), (Argus Communications, Niles,
IL 60648)

READING

Contact: Leonard D'Orlando, Principal
Myrna Evans, Home Economics Department
Reading Memorial High School
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Reading, MA 01867
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Decisions, decision, decisions ... Students at Reading Memorial High School are making them continually within the framework of a course sequence designed for freshmen, sophomores and juniors. The major goal of this "life skills" sequence is to provide the student, an emerging adult, with some essential and basic experiences in present decision-making so that there can be wisdom in future decision-making.

The increasing complexity of life in the last quarter of the 20th century is making new demands on the school in preparing students for adult life. Adults today must make the same fundamental choices they have always made, but they are confronted with a new and overwhelming array of options and possible courses of action. Education to prepare young people for a life of wise decision-making has never been more important.

The "Decisions" courses provide students with a systematic, coordinated program through which to examine the basic course of their own human needs, to learn to weigh evidence in forming an opinion, and to try out the decision-making process on a variety of social, political, economic and personal problems. The goal is to give students practice in making ethical and value-laden decisions in a societal setting.

Program Description

The topics about which people must make decisions are grouped into three courses - each of which is required for all students. "Decisions I" is a full-year course for grade 9 students. It meets three days in a six-day cycle, and centers around personal decisions about health and relations with others. Students learn a decision-making technique which emphasizes sensitivity to one's values, a need to seek the right sources of information and to employ appropriate decision strategies in making choices. They use this decision-making model throughout the course in examining the issues which confront a high school student.

In studying interpersonal relations, students have the opportunity to identify and examine key issues which may occur in encounters with different groups. They review facts about foreign substances (alcohol, tobacco, drugs), and examine their values and the values of others relating to the use of these substances. They have the chance to defend their own views and challenge the views of others through case studies.

In the unit on reproduction and sexuality, the student encounters factual information regarding the reproductive process. Students again have the opportunity to examine their own values relating to sexuality and sex roles. Other body systems (circulatory, respiratory, digestive, skeletal, muscular) are examined as a key to adolescent growth, and students come to understand the nature of those systems and the ramifications of their behavior on their own bodies. Milgrim experiments (peer pressure), group discussions and debates, the I.A.L.A.C. (I Am Loving and Capable) game, and the "bomb shelter" exercise are some typical activities. Guest speakers, fact sheets and filmstrips also supplement the program.

"Decisions II," for sophomores, deals with personal decisions about careers and the future. This one-semester course meets twice in a six-day cycle. Designed to give

students a sense of direction in their future career choices, the course requires each student to develop a self-awareness profile (abilities, aptitudes, interests, values, experiences) through the compilation and study of the results of interest tests and inventories, and through class exercises and discussion. Students are also introduced to the "world of work," the cluster concept of work categories existing in our economy, and the process of exploring occupations. Finally, each student selects and investigates in depth one or more occupational field of interest to him or her. The overall goal is to have students evaluate themselves in relation to work values and personal goals.

"Decisions III" meets daily, and is a full-year course required of all juniors. Also known as "Human Behavior," "Decisions III" continues the development of students' decision-making skills in a variety of life situations that may best serve their interests as contributing citizens in a highly complex and dynamic society. The course is designed (1) to help students gain insight into basic social, psychological and intellectual needs that human beings share in common, and (2) to develop a better understanding of the students' own temperament, character and value system. Case studies, readings and discussions focus on the confrontations, dilemmas and problems people face almost daily as family members, workers, consumers, voters and as individuals seeking satisfactory life styles.

As the course progresses, so does the level of complexity and sophistication of the decisions to be made. With each graduated problem to be solved, the student is made aware not only of an ever-increasing array of alternatives to be considered, but also of the many individuals who may be affected, directly or indirectly, by one's choices.

The three-year sequence of "Decisions" courses is multi-dimensional in its approach. Included is the so-called behavioral approach, a psychological socialization process which is combined with group dynamics, human relations, and techniques to help students clarify their values. The courses put responsibility on students to look at their ideas and behavior and to think out their decisions according to their value systems.

Often considered as "Decisions IV," are two courses offered in the home economics department. "Marriage and Family" and "Child Development and Parenting" are electives for seniors. Each course is one semester long and is primarily designed to prepare students for making decisions about adult life styles and assuming the responsibilities of establishing their own families. These courses build on the "Decisions" curriculum which is required in grades 9, 10 and 11.

The two senior courses are concentrated (one semester) to enable more students to fit them into busy schedules. Due to the numbers of students and limited time, courses are conducted through lectures, discussion, role-playing, debates, audio-visual presentations, and guest speakers. Units of study are selected to avoid duplication of other courses. Since money management and consumer education are covered elsewhere, they are not included in the family life curriculum.

Topics in "Marriage and Family" include a cultural perspective on the family, alternative lifestyles, preparing for marriage, the meaning of love, the family life cycle, communication and conflict, family crises and the future of the family.

In an activity called Family Sculpture, students become aware of the many variations of family structures in our society, recognize the interaction among family members, and consider the impact of the family on individual lives. Using other members of the class, one student creates a live tableau of a family, arranging the members in poses which reflect their relationship to each other. As the tableau is created, questions regarding the positions and expressions of family members, and who is the center of the family are discussed. "Sculpturing" continues until several different structures have been depicted. The class can identify things that all of these families had in common, and begin to formulate a definition of "family" in terms of its characteristics and functions.

The second course, "Child Development and Parenting," is concerned with the growth and development of young children and current theories of childrearing. Topics include preparation for parenthood, pre-natal development, the birth of a baby, infancy, pre-school years, the school-aged child, contemporary theories of parenting, combining homemaker-wage earner roles, and early childhood education.

To help students become aware of the many decisions which must be made regarding the birth of the first baby, they are paired off and given a list of topics to cover. The baby's name, method of feeding, where the baby will sleep, and which tasks each parent will perform are some of the concerns explored in a class survey. Students can then identify attitudes which are based on their own parent models, and evaluate the pros and cons of the various issues to be decided.

Program Implementation

About six years ago, Reading teachers attended a summer workshop to develop a "life curriculum." Based on student as well as faculty judgment, it was determined that decision-making skills and interpersonal relationships should be included. Utilizing existing curricula as well as the College Board's Deciding program, the staff developed the three-year sequence of "Decisions" courses. The 9th grade health curriculum was revised to "Decisions I," the "Human Behavior" program for juniors was then developed, followed by the sophomore "Decisions II" curriculum. At this time, the program reaches about four hundred students at each level.

The family life courses for seniors were developed with the aid of a federal grant in 1979, and were offered for the first time in the 1979-80 school year. In this second year, about one hundred students are enrolled.

The public was invited to attend school committee meetings during the development and adoption of all curricula, and parents are free to examine classroom materials as they wish. Ninth grade students and their parents receive a course outline of "Decisions I," so that all are aware of the purpose, objectives and subject matter covered.

"Decisions III" is now offered in three levels to meet the different needs and abilities of the students. There is a class for students with identified special learning needs, a core program, and an honors level which has been supplemented with more challenging readings in psychology and philosophy, and which requires more creative, analytical writing from the participants.

The initial cost involved supplying freshmen only with the Deciding workbooks, and textbooks for "Marriage and the Family." Many of the printed materials are duplicated and distributed, and various pamphlets are free in quantity. Audio-visual materials are additional, but the programs are run on a yearly budget of approximately \$2,000 for supplies.

In a course evaluation completed by juniors in June, 1979, most students taking "Decisions III" recommended the course to others. They found the content of the course interesting and pertinent.

Parental reaction to the "Decisions III" curriculum has been overwhelmingly favorable. The economic survival unit in the second semester especially has evoked parental praise.

Materials

A variety of material is used throughout these courses, some of which have been mentioned in the previous section. Some of the more important core and supplementary resources include:

Texts

Charles A. Bennett Company, Inc.
Peoria, IL 61614

Married Life, by Audrey P. Riker and Holly E. Brisbane, 1976

College Entrance Examination Board
Princeton, NJ 08541

Deciding, 1972

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Children and Adults, Activities for Growing Together, by Laurie and Joseph Braga, 1976

Help Your Baby Learn, 100 Piaget-Based Activities for the First Two Years of Life,
by Stephen Lehave, 1976

Learning and Growing, A Guide to Child Development, by Laurie and Joseph Braga, 1975

Marriage, the Family and Personal Fulfillment, by Shultz and Rogers, 1975

ROCKLAND

Contact: George Jervinis
Rockland High School
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Project FORCE (Family Orientation Relating Curriculum and Environment) is an interdisciplinary approach to family life education for grades 9-12 at Rockland High School. Developed from a special grant under P.L. 94-482, a curriculum guide was developed during the 1979-1980 school year. Its prime focus is the family.

Program Description

Through the Family Forces Curriculum Guide, teachers in a variety of subjects address family values. The units emphasize the importance of marriage, child rearing, financial security, patriotism, respect for authority and career development. The suggested topics for classroom discussion reflect an awareness of the problems of youth and are designed to promote increased child-parent communication.

The following units are contained in the guide: Pre-marriage Process, Marriage, Adjusting to Parenthood, Stabilizing Family Life, Adolescent Identity and Role Confusion, Coping with Stress, Consumerism, Financial Security, and Aging and Nutrition. Each unit is based on from five to eight concepts, some of which are presented in lectures. Activities were designed to be realistic and relevant to most students. They include written essays, small and large group discussion, role-playing, journal writing, and research and investigation.

Program Implementation

Family life is not a separate course, but has been implemented through a cross-disciplinary approach. Existing curricula in health, home economics, business and social studies were examined to determine where family units could be included. Each faculty member has a copy of the guide, and integrates family life education with existing curricula. In this way, more students are reached, and the implementation of a new separate program is not necessary.

An outgrowth of the curriculum guide is an adult education class entitled, "Psychology: Family Issues." The course is offered on a semester basis, twice per year, and has a capacity enrollment. There are also plans to introduce it into the Canton adult education program.

Materials

Supplementary films and filmstrips are listed throughout the Rockland guide at the end of each unit. Approximately \$1,500 covers the purchase or rental of audio-visual aids. Pamphlets from the Department of Public Health and various free booklets are further supplemented by materials from research projects completed by individual students.

Also included within the curriculum guide is the Family Resource Directory, a comprehensive and updated list of family-related services available in the Boston and South Shore areas. Many areas of concern, such as psychological counseling, child abuse, medical services,

and aging are listed by agency name, and include addresses and phone numbers. Parents of all ninth graders receive a copy, and it has already proven to be a valuable tool.

In addition, four taped interviews with resource people (from areas covered in the curriculum guide) are broadcast over the high school radio station. The topics of consumerism, aging, nutrition, and adolescent crises were recorded on the air in thirty-minute segments, and may be played back for classroom use. This particular format could be used with other topics, and interviewed guests could also be brought to the classroom for further discussion.

A sample unit includes many of these objectives and activities.

Unit II—Marriage

Curriculum Areas: Social Studies, Business, Health Education, Home Economics

Background

1. In the United States in 1976, one of the highest ratios of marriage in the world was recorded: 9.9 marriages per 1,000 population, yet at the same time, the divorce rate in the United States is estimated to be one out of every three marriages, that is either 66% success or 33% failure.
2. Married women tend to be subject to more psychological disturbances than single women, and they are far more likely than their husbands to report negative feelings about their marriages.
3. As a result of increased longevity for the average American man and woman, marriage will last longer, and with less children per couple being born, and with people living longer, child-rearing will cover fewer years.
4. In the mid-19th century, the average ages from the birth of the first child to the sixth and last child were 23-36. In the mid-20th century, it was 22-25, with the average of two children per family.
5. Married couples will have more years alone together, including more years together in retirement, affected significantly by the knowledge that married men tend to live longer than single men who have never married.
6. In 1960, 92% of women in their upper twenties had married. In 1975, that number was 87%. In addition, in 1960, the percentage of single women from ages 24-29 was 28%. In 1975, it was 43%.
7. Marital stress can increase as social pressures such as inflation, careers, and parenting conflicts accumulate.

Objectives

1. Demonstrate awareness of the range of statistical information available on the marital state in America.
2. Become familiar with the personal emotional adjustments in forming a marital relationship.

3. Realize the difficulty in keeping the marriage relationship and marital difficulties in perspective.
4. Know the importance of open and continuous communication between husband and wife.
5. Discriminate between constructive and destructive disagreements in the marital relationship.
6. Be realistic about the role that personal finances play in a marriage.
7. Understand the awesome responsibility of having children and raising them.
8. Realize the mutual, but unique, expectations and anticipations inherent in all humans upon entering a marriage.
9. Be aware of the implications of increased longevity for the average man and woman, and the obvious effects on the length of marital relationships.

Activities

1. In small groups, discuss the following and compare your reactions:
 - a) How will the longer periods of time together affect the marriage relationship?
 - b) How will leisure time without children, or without employment, affect the marriage?
 - c) Based on a) and b), will people experience more, or less, satisfaction with their marriage?
2. Assign the class the following to be answered in essay form and presented in class:
 - a) What percentage of men and women marry in America?
 - b) What might be indicative of any social pressures which shape Americans toward marriage as the "normal" thing to do?
3. Have the class discuss the traditional sex roles which tend to isolate women. Have them determine any hypothetical suppositions which might be contributing factors to possible dissatisfaction based on preconceived sex roles.
4. Using the chalkboard, outline the basis for housewives being "nonpaid" workers. Ask the class to discuss the concept of the development of subliminal concerns relative to their intrinsic worth.
5. Explain some of the methods for dealing with the issue of a two income family and list on the chalkboard both positive and negative factors surrounding working wives and husbands.
6. Have the class make a list of the items to be considered if the couple decides to have children. Who determines the issue? What role does the second or supplementary income play?
7. Make a list of items you consider to be more women's work than men's work, and, conversely, what is considered to be more men's than women's work. What determines the makeup of the itemized lists? Do they make sense?
8. Poll as many married couples as possible to gain a broad perspective on the following:
 - a) Do you both want children?
 - b) How many?
 - c) Who decides and why?
 - d) ?
9. As a group discussion, explore the motivating factors behind determining how the child will be raised, what, if any, religious training will be given, and what forms of discipline will be used. Have the class research their own parents' methods of child-rearing.

10. In small groups, debate the differences surrounding the following:
- a) Will the wife work?
 - b) How will the income be used?
 - c) Will the wife work after she has a child?

Special Materials/Resources

Media Guild

"Single Parent"

Parents Magazine Filmstrips

"Creating a Successful Marriage"

Perennial Education

"Emotional Aspects of Marriage"

Polymorph Films

"Step-Parenting"

Al Summers, M.D.

"The Failing Marriage"

Syracuse University

"Anatomy of a Teenage Marriage"

ROCKPORT

Contact: Philip E. Perry, Chairman, Science Department
Judith E. Denham, Teacher, Home Economics
Rockport High School
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Rockport High School's family life course, "Life Styles," is a senior elective offered each semester. At present, eighteen students (9 boys and 9 girls), representing the full range of academic abilities, are enrolled. This course is offered through the home economics department and is taught by a team - one man and one woman - from two different academic areas, science and home economics.

Program Description

This course is designed to introduce students to the realities of living in the adult world. It emphasizes a practical approach to marriage and family education. First-hand experiences are provided through simulated life situations such as a wedding, a funeral, and apartment hunting. Many local community resources are used by the class, and active participation is required of each student.

The activity-centered curriculum was written by the teaching team. Major topics include:

- Introspection (Who am I?)
- Interpersonal Relationships (How do I communicate?)
- Life Styles (How will I live?)
- Marriage (How will I make my marriage work?)
- Budget (How will I be financially responsible?)
- Birth (Can I be a good parent?)
- Termination of Relationships (How can I cope with loss?)
- Old Age (Can I live with old age, mine and those I love?)

Many different approaches were developed to present different topics. Class discussion might follow a pre-test or written assignment. Community members share their expertise either in the classroom or at their place of business. For example, the bank manager instructs in mortgages and loans at his office in the local bank. A visit to the supermarket to price food for the week and to an apartment complex to learn about rentals are two of the field trips taken during regular class time.

The unit on Interpersonal Relationships requires partners. Couples are determined by a draw (matching halves of hearts or colored figures). Two worksheets are completed for each activity: on one the student gives individual answers; and on the other the partners negotiate a mutual decision. Classroom activities include exercises in defining love and intimacy, in communication skills, in practicing transactional analysis and in determining compatibility. The unit culminates in what is considered one of the high points of the "Life Styles" class - the wedding. Class activities include visiting the florist to select flowers, borrowing tuxedos from a formal wear rental company, designing and writing

invitations, meeting with the clergy for premarital counseling, and rehearsing to be sure all will go well. The only parts missing are the real marriage license, the pronouncement of marriage by the preacher, and the high cost. The flowers, formal wear, cake, and other trimmings are donated by community merchants. Students from other family life classes in nearby towns come as guests. Parents and some Rockport students are also invited. After the reception, everyone present is invited to participate in the discussion led by the clergy and the classroom teachers. At this time students, teachers, and parents explore the meanings of the ceremony and its lifetime commitment.

The unit on Birth presents parenting first as a decision. An obstetric nurse from the local hospital aids the teachers in the classroom, presenting such topics as added problems of unplanned pregnancy, costs of a pregnancy and delivery, and nutrition and pre-natal care. One class period is treated like an actual pre-natal parenting class. Also, for several days the student couples share the twenty-four hour care of an egg as an exercise in the total responsibility and commitment involved in parenting.

Although much of the class work has been done in couples to better enable the students to develop negotiating and problem-solving techniques, a few students work independently or as two roommates sharing living expenses and facilities. In each unit, "Life Styles" offers information on alternative ways of living, and presents the advantages and disadvantages of being married; single, living together, widowed, or divorced. The teachers feel that only through better understanding of all styles of life can the students become less biased, more understanding, and better equipped to make suitable choices for themselves.

Program Implementation

The teaching team wrote the curriculum around topics they felt would help students prepare for a successful and healthy life. An advisory committee, consisting of an attorney, a minister, a head nurse, and an undertaker provided valuable input in planning the course, and are now used individually as community resources.

Team teaching is, of course, expensive, and may create scheduling problems. However, this kind of teaching appeals to both boys and girls. The interdisciplinary approach offers a broader understanding of the responsibilities of adult living and brings the team in contact with a larger variety of students. They are also able to offer the students both male and female role models in the classroom. Men's and women's issues are presented from both points of view and are openly discussed with greater effectiveness. The course has been taught for five years by the same team. Due to their success, the team was asked to lead a training course for teachers through Salem State College.

The single most supportive group is the parents of the students who have taken the course. The students themselves feel it is the most valuable high school course they have had.

The cost of running the course includes a small supply budget of approximately \$200 for films, paper and food, and the salaries of the two faculty members.

Materials

The materials and resources used in this course were created, developed and implemented by the teaching team. These include: lecture material; class activities and worksheets; games and active experiences; bulletin board materials that stimulate interest in each unit and provide school public relations; community resources (church, funeral home, etc.); and community service providers (Town Clerk, minister, banker).

Some limited materials from commercial programs have been used to enrich the curriculum. These programs and other reference materials include:

Texts

Patio Publications
850 Woodhollow Lane
Buffalo Grove, IL 60090

Marriage and Family Living - A Complete Course Including a Marriage Simulation
by Robert J. Hannor and Anastasia Sharkey Slattery, 1978

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Death the Final Stage of Growth by Elizabeth Kubler-Ross, 1975

To Live Until We Say Goodbye by Elizabeth Kubler-Ross, 1978

Twenty-Third Publications
West Mystic, CT 06388

Only Love Can Make It Easy by Patricia and William Coleman, 1976

Winston Press, Inc.
Minneapolis, MN

I Need To Have You Know Me by Doris and Roland Larson, 1979

SPRINGFIELD

Contact: Claretha Banks, Coordinator of Home Economics
Sidney Snegg, Director of Occupational Education
Springfield Public Schools
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Springfield, MA 01103
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Kindergarten through grade twelve students in the Springfield Public Schools are exposed to family life education in two ways. A comprehensive coordinated effort by the home economics and health departments has ensured that students, through both required and elective courses, receive some skills and concepts pertaining to family life. The "Personal and Family Relations" curriculum at the junior high level is required at the beginning level of seventh and eighth graders, and elected at the intermediate level by most ninth graders. The senior high program is an elective. There are approximately nine hundred enrolled throughout, with eighteen home economics teachers.

Concepts regarding the family appear frequently throughout the K-6 health curriculum, taught by all elementary teachers. The program for grades seven through twelve has been totally revised as of the 1980 school year. A half-year senior high elective entitled, "A Design for Healthy Living," currently enrolls approximately 750 students with three teachers each semester.

Program Description

The "Personal and Family Relations" curriculum for junior high students is offered at a beginning and an intermediate level. At the beginning level students learn to identify factors which influence one's self concept, and the role heredity and environment play in the development of personality. The curriculum contains the following concepts and generalizations:

1. Each person is unique because of heredity and environment.
2. Interests, abilities and one's physical being mature and change.
3. Each person perceives and reacts to his/her environment differently.
4. Each person has a view of himself/herself based on his/her life experiences.
5. Individuals have power to influence and direct the course of their lives.

Self-concept exercises, value clarification activities and role-playing techniques are used throughout the course. To help students become more aware of the control they actually have over their daily lives, "weekly reaction sheets" are completed. Ten questions are answered on these sheets including:

What was the high point of the week?

Whom did you get to know better this week?

Identify three decisions or choices you made this week?

What were the results of these choices?

At the end of a six-week period, the sheets are returned to the students. They may volunteer to talk about any or all of the questions, and try to summarize any patterns they see in their responses. A series of "I learned..." statements is compiled after students review their sheets. After one six-week period has elapsed, students are asked to construct a new weekly reaction sheet based on what they feel are important areas to be examined in their lives.

The intermediate level presents information useful in developing the skills used in making decisions. Students continue to explore values, to set goals and develop strategies to attain them, and to identify the steps in the decision-making process.

The high school "Family Relations" curriculum outlines the following topics: Appreciation of Self; Personality Development; Values, Goals and Standards; Personal Decision; Social Skills; Communication Skills; Developing Relationships in a Family; The Family and the Community; Dating; Love Relationships; Marriage; Persons Who Choose Not to Marry; Consumer Education; and Employment. Each of these areas is explored in depth, using a wide variety of activities and materials. The school volunteers' office makes community resources available to teachers.

The senior high elective "A Design for Healthy Living," offered through the health department, covers a wide range of topics: Personal Health, Marriage and Family Life, Substance Abuse, Consumer Health Education, Nutrition and Fitness, Prevention and Control of Diseases and Disorders, Critical Health Issues, Mental Health, and Career Opportunities. Its main objective is to provide students with a concept of total health - social, physical and mental.

The Marriage and Family Life unit within the course contains additional components such as: The Family as a System; Preparing for Marriage; Marriage; Alternatives to Marriage; Preparing for a Family (planning, genetic counseling, pre-and post-natal care, types of delivery, psychological impact); Child Abuse; Coping with Common Problems (money, family quarrels, competition, cooperation and sharing); Family Coping with Health Problems; Techniques in Raising Children; Absent Parents; and Remarriages.

In addition, "Child Development" courses are available at both junior and senior high levels, and a more advanced course entitled, "Preparation for Parenthood" attempts to make seniors more aware of the responsibilities involved in parenting.

Program Implementation

The junior high program has been in use for two years. All support materials were classroom-tested prior to inclusion in the curriculum. Teachers participated in an after school curriculum development workshop for two years. Community resource people were contacted and interviewed to determine how they might add to a specific unit. The Massachusetts Consumer and Homemaking Resource Center also gave assistance.

The cost of implementation was minimal because teachers volunteered their time for the first year. A federal grant continued work on the program for the second year. City funds were used for publications.

The senior high program has been in place for three years. The first year was used to explore supplementary materials, which were then revised, deleted, or augmented to meet student needs. Materials were then classroom-tested, and any necessary alterations were made during a summer workshop. The curriculum was then published.

City funds were used to pay teachers from each high school to participate in a four-week

workshop. Additional assistance is provided to teachers through in-service workshops.

A proposal was written to cover the cost of supplies and textbooks. Approximately \$3,000 was available for duplication of audio-visual materials in each of six junior high schools and three senior high schools.

The health curriculum was prepared in conjunction with an ad hoc committee comprised of 150 citizens of various religious, ethnic and professional backgrounds. The committee met to review all textbooks and materials, and a final curriculum was unanimously approved.

Before using the materials, junior high teachers attended weekly workshops for two or three years, and senior high teachers attended two consecutive summer workshops. Sensitive areas were reviewed with the help of professionals, and teachers were familiarized with materials and techniques.

Materials

A bibliography of resources and materials is included within each curriculum component that has been described. Following are selections from the "Family Relations" bibliography, senior high level:

Texts

Charles A. Bennett Company, Inc.
Peoria, IL 61614

Married Life by Audrey P. Riker and Holly E. Brisbane, 1970

Thresholds to Adult Living by Craig and Hazel Thompson

Ginn and Company

Relationships by Helen G. Westlake, 1972

Harcourt, Brace, Jovanovich

Development: Becoming Who We Are by Deanna Kuhn, 1975

McGraw-Hill Company

Your Marriage and Family Living by Paul H. Landis, 1977

Prentice-Hall International, Inc.

Personal Adjustment, Marriage and Family Living by Paul H. Landis
and Mary G. Judis, 1975

Pamphlets

Kimberly-Clark Corporation

The Life Cycle Library, 1975, revised edition

"The Miracle of You"

"Your Years of Self-Discovery"

"You and Your Daughter"

"The Years of Independence"

"Getting Married"
"Your First Pregnancy"
"Bringing Up Baby"

Periodicals

Future Homemakers of America
Washington, DC

"Teen Times"

Scholastic Magazines, Inc.
Englewood Cliffs, NJ 07632

"Co-ed Magazine"

Audio-Visuals

Guidance Associates
New York, NY

"The Adolescent Experience: Developing Values," 1973
Two color filmstrips with records or cassettes explore the factors which influence values, values as determined by the individual, similarities and differences between one's values and others', and the process of making value choices. \$48.50

Parents Magazine Films, Inc.
Department 3 P
52 Vanderbilt Avenue
New York, NY 10017

"Forget Me...Forget Me Not...Parents and Teenagers, Portraits and Self Portraits,"
four units of five filmstrips with three cassettes in each unit:

"Portraits of Teenagers" #P2102
"Portraits of Parents" #P2104
"The Struggle for Independence" #P2106
"Looking Toward Adulthood" #P2108

SECTION II

SURVEY OF FAMILY LIFE EDUCATION PROGRAMS IN MASSACHUSETTS

These abstracts reflect the diversity of approaches to family life education across the Commonwealth. Schools included in this section responded to Commissioner Anrig's request for information in October, 1980. There are as many similarities as differences across these programs.

In most instances, courses are offered through the home economics department although several communities use a cross-disciplinary approach or involve the guidance or science department. Many schools begin family life education concepts on the elementary or middle school level although the majority of high schools have some type of program in this area. A few communities direct their attention to parents -- by conducting training sessions for fathers, mothers, or both. Several programs were developed or are monitored by parent advisory groups. Attracting male students to elective courses is a problem faced by many home economics instructors across the state. Several communities have adopted or adapted courses developed by neighboring towns. The Family Life Program developed by Butterick Publishing Company is extremely popular in the state. To both minimize expenses and maximize community resources, many schools make extensive use of hospital personnel, parents, local organizations, merchants and municipal officers, both in class and for field trips or student internships.

Inclusion of any program or resource in this or the previous section does not imply endorsement by the Department of Education. Communities are listed alphabetically. Readers are encouraged to contact the schools for additional information about program content.

AMHERST

Amherst-Pelham Regional High School
Triangle Street
Amherst, MA 01002
Contact: Mary Ellen Curtin
Kathleen M. Keroock
Tel. (413) 549-3710

The home economics department offers several courses that focus on family life issues. "Independent Living-Living on Your Own," a one-semester elective developed with federal P.L. 94-142 funds, covers personal needs and goals; clarifying values; interpersonal relations; sexuality; legal and consumer issues; the family; and decision-making related to drugs, alcohol, and sex. "Child Development" addresses parenting and lifestyle choice in today's society. The physical, emotional, and financial aspects of pregnancy, childbirth, and child development are covered. A later course, "Exploring Childhood," is an in-depth study of nursery school age children and their families. Students combine classroom study with work in local pre-schools and day care centers. A consumer education course stresses budgeting and financial planning and discusses goals and values related to spending money, career choice, and lifestyle.

ASHBURNHAM

Oakmont Regional High School
Oakmont Drive
South Ashburnham, MA 01466
Contact: Karen M. Keddy-Holle
Tel. (617) 827-5907

"The Individual and the Family," a one-semester elective course for seniors, covers theories of psycho-social development from birth to maturity, the family life cycle, and the family in the twentieth century. Topics include human sexuality, preparation for marriage, and sociological problems affecting family life. The two semester "Child Development" course for juniors and seniors deals with parenting skills, pre-school development, early childhood, and careers related to child care.

ATTLEBORO

Thatcher Middle School
James Street
Attleboro, MA 02703
Contact: Noreen Soretti
Tel. (617) 222-1922

This course for eighth graders was originally suggested by the school's parents' group who continue to be involved. Topics include heredity and environment, self-image, human sexuality, birth control, venereal disease, relationships, attitudes towards sexuality and self-understanding and acceptance. Student and parent surveys are used in the course. Pre- and post-test data measure attitudinal changes. Parents may preview all curriculum materials.

BECKET

Becket Consolidated School
Maple Street
Becket, MA 01223
Contact: Lorence E. Moore
Tel. (413) 623-8757

This school, part of the Central Berkshire Regional School District, uses the LAMO (Learning About Myself and Others) human sexuality program developed by the Pittsfield School Department. It is presented to all students in grades one through six who must be accompanied by their parents. The 1980-81 school year was the second year LAMO was used in Becket.

BEVERLY

Memorial Junior High School
502 Cabot Street
Beverly, MA 01915
Contact: Dorothea M. Nixon
Tel. (617) 922-5112

Three courses which educate for family living are offered as part of the high school curriculum. They are: "Family Life," and "Child Development I & II." "Family Life" helps students in their day-to-day life and prepares them for future family living. Subjects covered include self-understanding and communicating with others; marriage (laws and adjustments); and family crises (death, separation and divorce). "Child Development I" explores

the joys, problems and responsibilities of parenthood and the effects of different marriage relationships upon children. "Child Development II" concentrates on special needs children and the importance of parental involvement with these children.

BILLERICA

Billerica High School
River Street
Billerica, MA 01821
Contact: Edward Peterson
Tel. (617) 667-4566

The Life Education Program was originally developed for special needs students with P.L. 94-142 funding. Program goals and activities stress individual growth and development through increased self-esteem, self-confidence and self-awareness. Problem-solving and decision-making skills are a strong component of the program. "Life Education I," offered by the humanities department, is open to all students on a referral basis.

BRIDGEWATER

Bridgewater-Raynham Regional
High School
Mt. Prospect Street
Bridgewater, MA 02324
Contact: Helenjean M. Parker
Tel. (617) 697-6902

"Adult Living," an elective course for seniors, was first offered in September, 1973. It is designed to promote the concept that a strong family unit is dependent upon a male and female who are constantly working to strengthen their marital ties; to perfect their parenting skills; and share in the responsibilities of managing home resources. Units cover personality development, human relationships and marriage, parenthood and family life. Class discussion, lectures, role-plays, class projects, field trips, and guest speakers assure timely, interesting, and current topics.

CHELSEA

Chelsea High School
12 Clark Avenue
Chelsea, MA 02150
Contact: William L. Paolina
Tel. (617) 889-0636

"Marriage and Family Life," a one-semester elective, provides juniors and seniors with the opportunity to discuss issues related to dating, going steady, engagement, marriage and the family. "Child Development," a one-semester elective, introduces 10th, 11th, and 12th grade students to the physical, emotional, social, and intellectual development of children from prenatal to school age. It deals with responsible parenthood as well as career planning in child care fields.

EASTON

Oliver Ames High School
100 Lothrop Street
Easton, MA 02356
Contact: James R. Sorenson
Tel. (617) 238-4339

The Family Life Education program, developed and conducted by the school psychologist, is offered to juniors and seniors in conjunction with the physical education and home economics departments. The units, covering ten sessions, discuss and relate personal and career goals to marriage and parenting responsibilities. Audio-visual materials and community resources are used extensively.

FALMOUTH

Falmouth High School
874 Gifford Street
Falmouth, MA 02540
Contact: Betty Metcalf
Tel. (617) 540-2200

This two-year child development program trains child care aides in a nursery school for three and four-year olds operated by students and staff at the high school. During the first year, students divide their time between class lectures and observations. Later that year, students work actively in the classroom by helping with crafts projects and reading to the children. Second

year students have direct responsibility for planning and conducting activities. The nursery school itself has strong parental involvement, giving both teachers, students, and parents an opportunity to share different styles and methods of parenting. The program has been in operation since 1973.

FRAMINGHAM

Framingham Public Schools
50 Lawrence Street
Framingham, MA 01701
Contact: Betsy Wiggins
Tel. (617) 872-0156

Emphasis in this "Family Living" course is placed upon the adjustments facing family members as they move through stages in the life cycle. Some of its major units include: The Family in Transition, Self and Family Analysis, The Family in Stress, and The Successful Family. When possible, a male and female team teach "Family Living" to insure representation of both male and female viewpoints.

GLOUCESTER

Gloucester High School
32 Leslie O. Johnson Street
Gloucester, MA 01930
Contact: Jane Maginot
Tel. (617) 281-2870

"Lifestyles" is a one-semester course for seniors based on a similar program in Rockport. It was designed to introduce students to the realities of living in the adult world through a practical approach to family living. Instructors use simulated life situations such as apartment hunting, arranging a wedding, and using community resources. Major topics include self-awareness, interpersonal relationships, lifestyles, marriage, and dealing with old age.

HAMILTON

Hamilton-Wenham Regional
High School
775 Bay Road
South Hamilton, MA 01982
Contact: Robert Weinhold
Tel. (617) 468-4491

"Senior Decisions," a three credit, semester course is required of all seniors. It is designed to help students make rational, valid decisions about their future and covers topics such as personal and career goals, adolescence, alcohol and drug education, and parenting. The class features small group discussions focusing on contemporary issues, values, problems, and attitudes. A daily journal charts students' growth and helps them develop a personal philosophy statement.

HOLYOKE

District Court Department
Holyoke Division
Court Square
Holyoke, MA 01040
Contact: Judge Michael J. Donahue
Tel. (413) 538-9710

Developed by the American Judges Association and the American Judges Foundation, Project "R" promotes respect for people and property in conjunction with the local court system. Project "R" has been used with grades 2-6 in the Holyoke Public Schools for two years. Simulation games and discussions are a major part of the program, supplemented by activities such as visits to the courthouse. The program has recently been introduced to the junior and senior high schools. The cost of the "R" game is \$5.00 and it is also available in Spanish. In 1979-80, fifty teachers submitted evaluations of the program and 86% rated it very positive or positive. That same period showed a decrease in the number of juveniles involved in court proceedings in Holyoke.

HULL

Hull High School
180 Main Street
Hull, MA 02045
Contact: James Lynch
Tel. (617) 925-3000

The "Human Growth and Development" unit is offered as a ninth grade elective in the health education department. It covers anatomy and physiology, pregnancy and childbirth, interpersonal relationships, and the family. Films from the March of Dimes, Boston University, and the Crittenton Hastings House are used. Administrators, teachers, and parents were instrumental in the development of the course.

LEE

Lee High School
Greylock Street
Lee, MA 01238
Contact: Deborah J. Hendershot
Tel. (413) 243-2100

Open to juniors and seniors, this "Family Life" course deals with family life during the first semester, and child development during the second. The course includes topics such as selecting a marriage partner, developing an enduring relationship in marriage, and living and communicating effectively with older citizens. Speakers, films, and television specials supplement classroom study.

MARBLEHEAD

Marblehead Public Schools
2 Humphrey Street
Marblehead, MA 01945
Contact: Marianne Rutenbeck
Tel. (617) 631-0900 ext. 153

A four session Family Living unit offered in grades 5 and 6 introduces students to the physiological, emotional, and social changes of puberty. Particular emphasis is placed on providing accurate information and reducing fears and anxieties about sexual development. Lectures, a film and informal discussions are based on student-generated questions. A parents' night, held prior to the first sessions, gives parents an opportunity to review and discuss materials and topics of concern with the instructor and discussion leaders. A town-wide health advisory committee meets monthly to review, evaluate, and plan programs including Family Living. A similar unit is now offered to grade 8 as part of a health course.

MARSHFIELD

Marshfield High School
Forest Street
Marshfield, MA 02050
Contact: Nancy P. Currie
Tel. (617) 837-1161

"Contemporary Family Life," a two-semester elective open to juniors and seniors, addresses all aspects of married life -- dating, engagement, marriage, selecting a job and home, and parenthood. Community resource persons are used throughout the course. Class visits to local merchants are popular activities. The high school also offers a two course sequence, "Child Development" and "Child Care," for students interested in a child care career or in future parenthood. Topics include child growth and development, health, safety and nutrition, setting up a nursery, and planning activities for children.

METHUEN

Methuen High School
1 Ranger Road
Methuen, MA 01844
Contact: Eileen Swider
Tel. (617) 687-8030

"Family Living," offered since 1965, is open to all juniors and seniors as an elective course in the home economics department. Through class discussions, case studies, and practical applications, students develop a positive self-concept; understand and prepare for marriage and adult life; and recognize the increasing responsibilities of parenthood, divorce, death, old age, and financial and legal matters.

MIDDLEBOROUGH

Middleborough High School
71 East Grove Street
Middleborough, MA 02346
Contact: Mary Roche
Tel. (617) 947-3110

"Family Life" begins with an understanding of the student then examines topics and issues associated with dating, engagement, marriage, and establishing a home. Child care, family management, house-keeping, house selection, and interior decorating are included.

MILLBURY

Millbury Memorial High School
12 Martin Street
Millbury, MA 01527
Contact: Sylvia Stepien
Tel. (617) 865-3541

"Family Living" is a full-year elective course for juniors and seniors. It begins with a study of the self, one's needs, values, goals, roles, communication, and relations with family members. Students then discuss dating, success factors for marriage, marriage, money management, sex education, childhood, and child development. A nursery school program gives students direct experience working with preschool children. Middle childhood, adolescence, adulthood, middle age, and aging are also covered. The last quarter examines family problems including drugs, alcohol, single parents, divorce, and community support groups.

MONSON

Monson Junior/Senior High School
Thompson Street
Monson, MA 01057
Contact: Priscilla Tassinari
Tel. (413) 267-4811

Offered as a two-semester elective for juniors and seniors, "Family Living" covers a range of topics and issues associated with the transition from childhood to adolescence and adulthood. The course focuses on issues related to physiological, social, and emotional development in addition to practical everyday matters such as money management and child care. A variety of classroom activities -- role-plays, situation games, lectures and discussions are employed. Community resource people, such as parents, a marriage counselor, and a nurse are tapped for their expertise and experience.

NEWTON

Newton North High School
360 Lowell Avenue
Newtonville, MA 02160
Contact: Robert S. Desulio
Tel. (617) 552-7471

"The Family," an elective course in the home economics department, is taught by the chairman of the counseling department. The course evolved because of parent, staff, and student concerns about developing deeper appreciations and understandings of contemporary life. Students examine various aspects of family life in America: one parent families, interpersonal communications, economics, religion, child-rearing methods, changing family roles, divorce, and influences on family life.

NORTH READING

Hood Elementary School
Haverhill Street
North Reading, MA 01864
Contact: George McGurn
Tel. (617) 664-2131

For ten years Hood has offered courses to parents to aid them in better understanding and helping their children in school. Over five hundred parents have participated in various parenting courses that have dealt with topics such as encouraging cooperation, responding to a child in crisis, encouraging responsibility, using praise and criticism, and developing confidence in children. The course, conducted by the school counselor, is

often divided into fathers' and mothers' groups, and features a practical lecture and informal discussion approach.

PEABODY

Peabody Public Schools
210 Washington Street
Peabody, MA 01960
Contact: Edgar N. Johnson
Tel. (617) 531-1600 ext.129

Developed as a cooperative venture of the citizens' health advisory committee and the school department, "Social Behavior and Human Values" is taught to eighth grade students. The course stresses the development of effective communications and relationships between parent and child, the identification of values and the development of attitudes as a basis for making decisions about the family. A senior high school course is now being developed.

Peabody Veterans' Memorial
High School
Lowell Street
Peabody, MA 01960
Contact: Grace Fitzpatrick
Tel. (617) 531-1600

The human ecology department offers several courses in family life education. "Living Skills I and II" is a required course for seventh and eighth grade students. The courses cover foods, nutrition, and clothing, using a consumer-oriented approach. Several elective home economics courses focus on areas such as housing, home management, child development, living in families, independent living, food service training, clothing, creative cooking, and early childhood education.

PITTSFIELD

Pittsfield Public Schools
269 First Street
Pittsfield, MA 01201
Contact: Anne E. Nesbit
Tel. (413) 499-1234

"Learning About Myself and Others" (LAMO) is a sex education program for parents and children in grades 1-6. Parents and their children meet together for one to four evening sessions per year depending on their grade level. Overall, this voluntary program focuses on assisting parents in carrying out their responsibility by promoting better communication about sex and sexuality. A preview meeting helps parents determine whether their child is ready for the content of the session.

SAUGUS

Saugus High School
Pierce Drive
Saugus, MA 01906
Contact: Dorothy A. McHale
Tel. (617) 233-4000

The home economics department has offered an elective course in family life education since 1967. Now entitled, "Personal Development," the course covers topics such as values, family relationships, dating, pregnancy, parenting, childbirth, single parents, life stages, and child abuse. Community resource persons currently supplement textbook materials.

SCITUATE

Scituate High School
606 Chief Justice Cushing Highway
Scituate, MA 02066
Contact: Anne Finn
Tel. (617) 545-3300

The home economics department offers several courses related to family life education. An exploratory "Teen Life" course introduces students to textile crafts, interior design, and child care and development. A two course child development sequence explores careers in child care fields and prepares students for parenting responsibilities. Last but not least, a two-semester "Realities of Living" course prepares students for living on their own; covering a variety of topics associated with the challenges, responsibilities, and realities of future roles as parents, adults, and workers.

SOMERVILLE

Somerville High School
81 Highland Avenue
Somerville, MA 02143
Contact: Dorothy Connors or
Janet Wierzbecki,
Department Head
Tel. (617) 666-5700

Somerville's home economics department gives students the opportunity to study aspects of family life in two courses. "Family Living" presents a realistic picture of marriage as a lifetime, co-operative partnership. Students explore the fears, difficulties and responsibilities which arise with the reality of marriage and parenthood; and examine the causes and remedies for strains in family life. Through participation in a "Parenting" course, students analyze reasons for having children, identify characteristics necessary for parenting, and learn how parenthood requires a change in lifestyle.

STONEHAM

Stoneham High School
101 Central Street
Stoneham, MA 02180
Contact: W.S. Waddleton
Tel. (617) 438-3769

The Consumer Homemaking Program offers four courses related to family life education. "Independent Living" helps seniors examine choices related to finances, food, apartment and roommate selection, credit, taxes, recreation and other issues. "Marriage and Family Living" is for juniors and seniors. "Parenting" explores the human life cycle, and the emotional, behavioral, intellectual, and educational skills needed to be a good parent. The "Child Care Intern" program introduces juniors and seniors to careers in child care and prepares them for entering the work force as aides. Students serve as interns at local day care centers and hospitals.

STOUGHTON

Stoughton High School
232 Pearl Street
Stoughton, MA 02072
Contact: Joan M. Shannahan
Tel. (617) 344-4000

"Family Living," a one semester elective, is offered to all seniors. It consists of seven units: personality and values, dating and marriage, the family, consumer education, budget, home furnishings, and insurance. Audiovisual materials, individual and group projects, guest speakers, and visits to local sites such as a nursing home assure a lively and interesting portrayal of the issues and responsibilities confronting contemporary youth.

TAUNTON

Taunton High School
50 Williams Street
Taunton, MA 02780
Contact: Geralyn Hurley
Tel. (617) 823-8181

"The Individual, Marriage, and the Family" helps seniors become more aware of available alternatives in consumer purchasing, managing family resources, planning meals, and selecting housing. Planning for responsible parenthood, marriage, and the changing role of the American family are also addressed. Course materials are supplemented with guest speakers, films, and career-oriented information.

TYNGSBOROUGH

Tyngsborough Junior/Senior
High School
50 Norris Road
Tyngsborough, MA 01879
Contact: Patricia Foulner
Tel. (617) 649-7571

Sophomores, juniors, and seniors may enroll in "Dating and Marriage," a one-semester course which has been offered since 1977. The course examines needs, values, peer pressure, goals, and expectations during adolescence. Topics address dating, engagement, marriage, parenthood, aging, death, alternative lifestyles and budgeting.

WALPOLE

Walpole Senior High School
275 Common Street
Walpole, MA 02081
Contact: Gloria White
Tel. (617) 668-9300

This Family Living Program has been in operation since 1965. Today, the department of home economics and human relations offers three courses. "Family Living I" discusses the physical, social, emotional, and intellectual growth of the adolescent. It emphasizes the development of the individual's self-concept and personal responsibility for decision-making. Topics include dating patterns, sexual involvement and venereal disease. "Family Living II," for juniors and seniors, explores choices and options in interpersonal relationships, life styles, and marriage. "Child Development," a full-year course for juniors and seniors, examines topics related to parenthood, family planning, and child development. There is extensive use of community resources and audiovisual materials in all courses.

WELLESLEY

Wellesley Senior High School
50 Rice Street
Wellesley Hills, MA 02181
Contact: Barbara DiGuiseppe
Ann O'Sullivan
Tel. (617) 235-7250

Family life education in the home economics department is composed of two distinct components. "The Family Circle," a one-semester course, focuses on decision-making and clarification of values in relation to vital contemporary issues such as parenting, lifestyles, marriage, child abuse, and divorce. "Contemporary Living" examines practical areas in consumerism, careers, leisure time, food, clothing, and shelter. The child development component offers students the opportunity to explore the physical, social, emotional and cognitive growth patterns of children from conception to age three.

WEST BOYLSTON

West Boylston High School
Crescent Street
West Boylston, MA 01583
Contact: Kathleen M. Gruszka
Tel. (617) 835-4475

"Marriage and Family Living," an elective course for juniors and seniors, offered by the home economics department, examines various life choices and the responsibilities associated with each of them. Course objectives cover topics such as values, self-concept and decision-making responsibilities of adulthood; lifestyles; sex roles; relationships; marriage and parenthood. Filmstrips are used extensively to supplement print materials and to stimulate discussion.

WEST NEWBURY

Pentucket Regional
Senior High School
Main Street
West Newbury, MA 01985
Contact: Julia Martinis
Tel. (617) 363-5507

The Parenting/Child Care Program began during the 1979-80 school year. This elective course was developed using federal vocational education funds P.L. 94-482 and is offered by the home economics department. Students explore various topics and decisions related to parenthood with extensive use of community resource persons, parents, and professionals. Issues cover the stages in the human life cycle from conception to death with an emphasis on the physical, emotional, social, and cognitive development of the child. An advisory council of parents, school committee members, and students planned the program.

WEYMOUTH

Weymouth North High School
1051 Commercial Street
East Weymouth, MA 02189
Contact: Betsey D. Erickson
Tel. (617) 337-4500

Family life education is incorporated into several courses in the home economics department. "Family, Friends, Self, and Grooming," a required course for seventh grade students, is exploratory and motivational. A family life program for school age parents is now being developed with federal occupational education funds and a March of Dimes grant.

WILLIAMSTOWN

Mount Greylock Regional High School
Cold Spring Road
Williamstown, MA 01267
Contact: Robert L. Weiser
Tel. (413) 458-8164

"Human Relationships and Sexuality," a one-semester course for eighth grade students, is part of a required home economics program. It helps students develop a well-defined self-image by examining values, strengths and limitations. It accomplishes this by providing them with factual information about physical, emotional, and social growth and with models for decision-making. "Child Development" introduces juniors and seniors to the physical, social and mental development of children from conception to school age. The role of the parent is also examined. Actual experience with children is included. "Personal and Family Relationships," for juniors and seniors, examines topics related to understanding oneself and others. It deals with friendship, sexuality, drug and alcohol abuse, alternative lifestyles, marriage, and personality development.

Williamstown Public Schools
96 School Street
Williamstown, MA 01267
Contact: Helen Renzi
Tel. (413) 458-5707

The Life Cycle Program is an innovative approach to family life education for students in kindergarten through grade six. Concepts for each grade are integrated into the science or other curriculum areas. The health consultant, nurse, and guidance counselor assist classroom teachers. There is strong parent involvement in the program.

WILMINGTON

Wilmington Public Schools
159 Church Street
Wilmington, MA 01887
Contact: Alfred S. Hamilton,
Occupational Education
Tel. (617) 658-4734
Patricia A. Gagnon,
Social Studies
Tel. (617) 658-4580
Michael L. DeRosa,
Science
Tel. (617) 658-4580

Three departments offer family life education elective courses that are available to all but eighth grade students. The two semester high school course offered by the home economics department examines the physical, psychological, emotional, and social changes associated with dating, going steady, engagement, and marriage. Child growth and development from conception to age four is presented in the second semester. An array of community resources, guest speakers, and parents is used. "Decisions in Living," a values-oriented course for high school students, discusses dating, marriage, drugs, premarital sexual behavior, and families. "Project Happy" introduces seventh graders to the physical, emotional and intellectual changes that occur during puberty. The elementary grades make extensive use of television programs such as "Inside/Out" and "Ripple."* These programs explore attitudes and feelings about daily life situations such as families, divorce, competition, and responsibility.

* More information about these and other programs, their broadcast schedules, and availability for duplication can be obtained from Massachusetts Educational Television, 54 Rindge Avenue Extension, Cambridge, MA 02140, Tel. (617) 876-9800.

WINCHESTER

Winchester High School
80 Skillings Road
Winchester, MA 01890
Contact: Jean Dillion
Tel. (617) 729-9303

The home economics department offers two one-semester courses for eleventh and twelfth grade students. "Human Development and Family Relations" explores personal values; goals, choices, responsibilities, and decisions associated with dating, alcohol and drug use; life styles; marriage; termination of relationships; consumer rights and responsibilities; and community resources. "Early Childhood" covers all aspects of parenthood from conception to adolescence. The Child Development Laboratory School, a unique aspect of the program, prepares students for future roles and future responsibilities as parents by observing, designing, and supervising actual learning activities for three and four-year olds.

WOBURN

Woburn Senior High School
88 Montvale Avenue
Woburn, MA 01801
Contact: Barbara A. Gillespie
Tel. (617) 933-8050 ext. 35

Two one-semester, elective courses in the home economics department cover a variety of contemporary issues for Woburn students. "Personal Development, Marriage and Family Living" forces seniors to confront their future responsibilities and concerns as a marriage partner, parent, and family member. Making decisions and setting goals are emphasized. "Child Development," for eleventh and twelfth graders, examines the task of parenting from pregnancy to adolescence. The course also covers moral development and the use of discipline, the effect of television on children, and occupational opportunities related to child development.

WORCESTER

David Hale Fanning
Trade High School
24 Chatham Street
Worcester, MA 01608
Contact: Janet M. Doe
Tel. (617) 755-4301

Several exploratory courses incorporating family life education are offered to freshmen. "Family Living" relates psychology of self to family life issues. "Consumerism" and "Foods and Nutrition" train students in proper purchasing and budgeting practices. In "Health" students study personal and family care for family members and friends. "Early Childhood Education" includes direct experience with children in the nursery school.

YARMOUTH

Dennis-Yarmouth Regional
High School
Station Avenue
South Yarmouth, MA 02664
Contact: Janet M. Brennan
Tel. (617) 394-8311

The home economics program offers two electives dealing with family life education. "Independent Living," a two-semester course for juniors and seniors, examines the responsibilities and considerations of living alone. It stresses understanding personal values and goals, interpersonal relations and decision-making related to housing, consumerism, nutrition, parenting, divorce, drug abuse, and money management. "Parenting/Child Development" examines the responsibilities of parenthood; the physical, emotional, intellectual, and social development of the child; human reproduction; and resources for stimulating healthy child development.

Several school systems include units on family living within related courses of study or offer family living courses for special target groups. A sampling is described below:



"Young Adult Living" at ARLINGTON High School follows a "fairly traditional" approach involving establishing personal goals. The curriculum utilizes a wide range of teaching materials.

BRAINTREE's Parenting Program is included as units in the high school psychology and sociology curricula. Some of the units' objectives are to help students appreciate the responsibilities of marriage/parenting; and acquaint them with the requisite skills, and viable alternatives.

The Galvin Middle School in CANTON offers an after-school course in baby-sitting and child care in conjunction with Norfolk County's 4-H Club.

The Child Care Program at Tri-County Regional Vocational Technical School in FRANKLIN includes several issues related to family life responsibilities. These range from basic physical and affective needs to clarifying values, problem-solving and decision-making processes and the roles and responsibilities of family members.

FRANKLIN High School presents family living topics in its senior "Preparation for Adult Living" course. Students consider the family as a societal unit, the structures and types of families, the effects of society on today's family, family life cycles, and communication in families. They also study factors affecting marital success, parenthood, and divorce.

"Personal and Family Living" has been offered at GRAFTON High School for almost ten years.

The family and parenting are incorporated into a grade 12 "Human Issues" course offered through the social studies department at Cape Cod Regional Technical High School in HARWICH.

Silver Lake Regional High School in KINGSTON offers sophomores, juniors and seniors five courses that address social, economic and personal responsibilities of family living.

MARLBOROUGH High School's year-long curriculum, "Child Exploring," includes: What is a Child?, Children Under Stress, Parenthood in America Today, Changes in the Family, and Raising a Family Alone. Interesting aspects of this program are the inclusion of a nursery school as part of the classroom, and the operation of the class as a family unit where students learn to support and accept one another.

Two courses in the home economics department at Nipmuc Regional High School in MENDON address family life education issues. Audiovisual materials from Butterick, Walt Disney, and "Parents Magazine" supplement classroom discussion.

NEW BEDFORD is now developing a "Lifeskills" course for juniors and seniors which is

modeled after the highly acclaimed West Virginia curriculum. Current offerings focus on the needs of teenage mothers.

Family relations are explored in PLYMOUTH-Carver High School's "Planning for Your Independence" course. Subjects include: the stages of the family life cycle, ways to improve family communication, and evaluating yourself as a family member.

WESTMINSTER incorporates a family living course within its Community Services Program. Its outline includes discussion of the functions of the family, and conflicts and communication in marriage.

SECTION III RESOURCES

This compilation was developed from information and suggestions received from family life educators in Massachusetts schools. While admittedly not comprehensive, the collection accurately reflects the rich array of print, non-print, organizational and community resources available to assist local practitioners in planning or expanding family life programs.

Readers are encouraged to consult a copy of Personal, Family and Community Relationships published by the Department in 1976. Although currently out of print, this booklet, with its extensive bibliography, was distributed to all school districts.

The inclusion of any materials or resources in this section does not constitute or imply endorsement by the Massachusetts Department of Education.

BOOKS AND REPORTS

● General Source Books

DeSpelder, L.A. and Prettyman, N. A Guidebook for Teaching Family Living. Boston: Allyn and Bacon, 1980.

Family Factbook. 1st ed. Chicago: Marquis Academic Media, 1978.

Keniston, K. and The Carnegie Council on Children. All Our Children: The American Family Under Pressure. New York: Harcourt Brace Jovanovich, 1977.

Kirkendall, L. and Adams, W. The Student's Guide to Marriage and Family Life Literature. 8th ed. Dubuque, Iowa: 1980.

National Council on Family Relations. Resources for Teaching About Family Life Education. Minneapolis: NCFR, 1976.

Neher, J., ed. The Selective Guide to Audiovisuals for Mental Health and Family Life Education. Chicago: Marquis Academic Media, 1979.

Olson, D., ed. Inventory of Marriage and Family Literature, Vol. 4. Beverly Hills, CA: 1980.

Rifken, H., ed. The Selective Guide to Publications for Mental Health and Family Life Education. Chicago: Marquis Academic Media, 1979.

Somerville, R. Introduction to Family Life and Sex Education. Englewood Cliffs, NJ: 1972.

Sussman, M. Sourcebook in Marriage and the Family. 4th ed. Boston: Houghton Mifflin, 1974.

U.S. Department of Health and Human Services. The Status of Children, Youth and Families 1979. Rockville, Maryland, Publication No. 80-30274, 1980.

● Adolescence

Buntman, P. and Saris, E. How to Live With Your Teenager: A Survivor's Handbook for Parents. Pasadena, CA: Birch Tree Press, 1980.

Coleman, J. The Nature of Adolescence. New York: Methuen, 1980.

Freed, A. TA for Teens and Other Important People. Sacramento, CA: Jalmar Press, 1976.

Steinberg, L. Understanding Families with Young Adolescents. Chapel Hill: Center for Early Adolescence at the University of North Carolina, 1980.

● Educational Techniques

Gordon, T. Teacher Effectiveness Training. New York: Peter Wyden, 1975.

Klemer, R. and Smith, R. Teaching About Family Relationships. Minneapolis, Minnesota: Burgess, 1975.

● Family In Crisis

General

Colgrove, H. and McWilliams, P. How To Survive the Loss of a Love. New York: Simon & Schuster, 1976.

Rueveni, U. Networking Families in Crisis. New York: Human Sciences Press, 1978.

Death

Grollman, E. Talking About Death. Boston, MA: Beacon, 1976.

Jury, M. and Jury, D. Gramp. New York: Penguin, 1978.

Divorce

Fisher, B. When Your Relationship Ends. Boulder, Colorado: Family Relations Learning Center, 1978.

Wallerstein, J., and Kelly, J. Surviving the Breakup: How Children and Parents Cope with Divorce. New York: Basic Books, 1980.

Weiss, R. Going It Alone: The Family Life and Social Situation of the Single Parent. NY: Basic Books, 1979.

Violence

- Justice, R., and Justice, B. The Abusing Family. New York: Human Sciences Press, 1976.
- Kroth, J. Child Sexual Abuse. Springfield, IL: C. Thomas, 1979.
- Steinmetz, S., and Straus, M. Violence in the Family. New York: Dodd, Mead, 1975.
- Straus, M.; Gelles, R.; and Steinmetz, S. Behind Closed Doors: Violence in the American Family. Garden City, NY: Anchor/Doubleday, 1980.

● Financial Issues

- Davis, K., and Taylor, T. Kids and Cash: A Parent's Dilemma. San Diego, CA: Oak Tree Pub., 1978.
- Scott, N. The Working Woman: A Handbook. Mission, KS: Sheed, Andrews & McMeel, 1977.

● Funding Sources

- Education Development Center. Sources: A Resource Guide to Funding Assistance for Parenting Programs. Newton, MA: EDC. \$2.80 plus \$.42 shipping and handling charges.
- This is a comprehensive booklet of funding resources for parenting programs. Contents include program administration, types of assistance available, availability of funds, eligibility, program listings, and a federal agency directory.

● Human Sexuality

- Boston Women's Health Book Collective. Our Bodies Ourselves. New York: Simon & Schuster, 1973.
- DeLora, J. and Warren, C. Understanding Sexual Interaction. Boston: Houghton Mifflin, 1977.
- Grummon, D. and Barclay, A., eds. Sexuality: A Search for Perspective. New York: Van Nostrand Reinhold, 1971.

- Johnson, E. Love and Sex in Plain Language. 3rd ed. Philadelphia: Lippincott, 1977.
- Spanier, G. Human Sexuality in a Changing Society. Minneapolis: Burgess, 1979.

● Parenting

- Dinkmeyer, D., and Losoncy, L. The Encouragement Book: Becoming a Positive Person. Englewood Cliffs, NJ: Prentice-Hall, 1980.
- Duberman, L. The Reconstituted Family: A Study of Remarried Couples and Their Children. Chicago, IL: Nelson-Hall, 1978.
- Fine, M., ed. Handbook on Parent Education. New York: Academic Press, 1980.
- Fisher, S., and Fisher, R. What We Really Know About Childrearing: Science in Support of Effective Parenting. New York: Basic Books, 1976.
- Gordon, T. Parent Effectiveness Training. New York: Wyden, 1970.
- Lynn, D. The Father: His Role in Child Development. Monterey, CA: Brooks/Cole, 1974.
- Satir, V. Peoplemaking. Palo Alto, CA: Science & Behavior Books, 1976.

● Relationships

- Hof, L., and Miller, W. Marriage Enrichment: Philosophy, Process and Program. Bowie, MD: Brady, 1981.
- Kammeyer, K. Confronting the Issues: Sex Roles, Marriage and the Family. 2nd ed. Boston: Allyn & Bacon, 1980.
- Mace, D., and Mace, V. How to Have a Happy Marriage. Nashville: Abingdon, 1977.
- Miller, S.; Nunnally, E.; and Wackman, D. Alive and Aware: Improving Communication in Relationships. Minneapolis: Interpersonal Communication Programs, 1976.
- Parker, R. Winning Single: How to Be Your Own Person-With or Without a Partner. New York: Franklin Watts, 1978.
- Phelan, G., ed. Family Relationships. Minneapolis: Burgess, 1979.
- Skolnick, A., and Skolnick, J. Family in Transition. 3rd ed. Boston: Little, Brown & Co., 1980.
- Stinnet, N.; Chessier, B.; and Defrain, J. Building Family Strengths. 2 vols. Lincoln: University of Nebraska, 1978-1980.

Stinnet, N., and Budsong, C. The Family and Alternate Lifestyles. Chicago, IL: Nelson-Hall, 1977.

● Self-Awareness

Powell, J. Why Am I Afraid To Tell You Who I Am? Niles, IL: Argus Communications, 1969.

Simon, S. The I.A.L.A.C. Story. Niles, IL: Argus Communications, 1973.

● Sex Roles

Fasteau, M. The Male Machine. New York: Dell, 1978.

Friday, N. My Mother/My Self: A Daughter's Search for Identity. New York: Delacorte, 1977.

Stanford, G., and Stanford, B. Roles and Relationships: A Practical Guide to Teaching About Masculinity and Femininity. New York: Bantam Books, 1976.

● Values

Inlow, G. Values in Transition. New York: J. Wiley, 1972.

Simon, S.; Howe, L.; and Kirschenbaum, H. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart, 1972.

CURRICULUM MATERIALS

These materials are widely used and/or adapted by Massachusetts schools in their family life education programs.

Available from:

ALLYN AND BACON, INC.
470 Atlantic Avenue
Boston, MA 02111

CHANNING L. BETE CO., INC.
South Deerfield, MA 01373

CONNECTICUT STATE DEPARTMENT
OF EDUCATION
Hartford, CT 06115

EDCOM SYSTEMS, INC.
Princeton, NJ 08540

EDUCATION DEVELOPMENT CENTER
55 Chapel Street
Newton, MA 02160

Title:

Concepts and Methodologies in the Family
by Helene and Kenneth Hoover (1979)

This is a resource handbook for instructors.

Practical Family Life by Cliff Allen (1977)

This teacher's kit includes a teacher's guide, one copy each of eight student workbooks and thirty-five supplementary publications. In the exercises, students work as hypothetically married couples. Assignments lead them to find a job, rent an apartment, buy groceries, buy a home, have a baby, and get divorced, using a practical problem-solving approach.

A Guide for Curriculum Development in Family Life Education available soon

The Thread of Life

This is a consumer/homemaking curriculum for middle schools.

Understanding Sexuality (1970)

Exploring Childhood (1980)

In this parenting/child development program for junior and senior high schools, students learn about child development and themselves while working closely and regularly with young children.

Starting a Healthy Family (1978)

This program has separate materials for high school students and their parents. It addresses the important topics of pregnancy and parenting in a manner that is relevant to young people and yet sensitive to the concerns of local communities.

Available from:

Title:

ILLINOIS DEPARTMENT OF ADULT,
VOCATIONAL, AND TECHNICAL EDUCATION
Springfield, IL 62777

Parenthood Education: A Curriculum Guide (1979)

IOWA STATE DEPARTMENT OF
PUBLIC INSTRUCTION
Des Moines, IA 50319

Contemporary Parenting Choices (1980)

KENTUCKY DEPARTMENT OF EDUCATION
Frankfort, KY 40601

Changing Roles of Males and Females (1980)

Parenthood Education

This material is appropriate for middle through senior high school students.

MASSACHUSETTS DEPARTMENT OF EDUCATION
Central Massachusetts Regional
Education Center
Beaman Street, Route 140
West Boylston, MA 01583

Personal, Family and Community Relationships (1976)

Each of the six sections includes objectives, learning activities and a listing of teacher resources. An extensive bibliography and resource list is included. Contact Dorothy Holly-Blanchard.

THE MEDICAL FOUNDATION AND
BLUE CROSS AND BLUE SHIELD
100 Summer Street
Boston, MA 02108

Health Thyself (1980)

This teacher's guide covers the areas of nutrition, exercise, cigarettes, alcohol, accidents, and stress. It is a companion piece to the consumer's guide to better health. Suggested activities, curriculum and resources are included.

MICHIGAN STATE DEPARTMENT OF
PUBLIC INSTRUCTION
Lansing, MI 48902

Education for Home and Family Living (1963)

MINNESOTA STATE DEPARTMENT
OF EDUCATION
St. Paul, MN 55101

Guidelines for Family Living and Sex Education K-12 (1970)

MINNESOTA INSTRUCTIONAL
MATERIALS CENTER
White Bear Lake, MN 55110

Middle School Units

OHIO STATE UNIVERSITY
1885 Neil Avenue
Columbus, OH 43210

Ohio Family Life Education Curriculum Guide (1980)

PLANNED PARENTHOOD OF
SANTA CRUZ COUNTY
212 Laurel Street
Santa Cruz, CA 95060

The Birds, the Bees, and the Real Story: A Teen Handbook on Sexuality by Kay Todd Roddenberg and Nancy Abbey-Harris (1980)

Available from:

PLANNED PARENTHOOD OF
SANTA CRUZ COUNTY (continued)

SAN MATEO COUNTY BOARD OF EDUCATION
San Mateo, CA 94401

SOUTH DAKOTA DEPARTMENT OF
EDUCATION AND CULTURAL AFFAIRS
Pierre, SD 57501

VOCATIONAL CURRICULUM LABORATORY
Cedar Lakes Conference Center
Ripley, WV 25271

WASHINGTON STATE DEPARTMENT
OF EDUCATION
Olympia, WA 98504

Title:

Family Life Education Curriculum Guide edited by
Steven Bignell (1979)

This guide is a practical, step-by-step approach to family life education. Separate ten-day programs for junior and senior high levels are in lesson plan format which can be expanded or reduced to fit existing curricula.

Saying Goodbye to the Birds and the Bees and Telling the Real Story: A Guide for Parents by
Kay Todd Roddenberg and Nancy Abbey-Harris (1980)

This book and The Birds, the Bees, and the Real Story: A Teen Handbook on Sexuality can be used to supplement the Family Life Education Curriculum Guide mentioned above.

Family Life Education: A Teacher's Resource Guide K-8 (1968)

Growing into Personhood and Parenthood by
Hildegard Johnson and Marlene Brands (1978)

Adult Roles and Functions (1979)

This new, non-laboratory home economics course is designed to help juniors and seniors develop competencies needed to assume various adult roles and to function effectively in these roles. Three processes are utilized in the course: valuing, inquiry, and decision-making. A bibliography and resource list is also included.

Focus on Families: A Planning Guide (1979)

INSTRUCTIONAL TELEVISION PROGRAMMING

*These series are currently broadcast by
Massachusetts Educational Television (MET).*

Title	Number/length of Program	School Audience	Subject Area
<i>FOOTSTEPS</i> **	(10) thirty-minute	Secondary	Parenting
<i>INSIDE/OUT</i>	(30) fifteen-minute	Primary	Issues and attitudes of everyday family life and changing family relation- ships for growing children and young adults
<i>SELF INCORPORATED</i>	(15) fifteen-minute	Upper-intermediate- junior high	
<i>ON THE LEVEL</i>	(12) fifteen-minute	Secondary	
<i>JACKSON JUNIOR HIGH</i>	(4) fifteen-minute	Upper-intermediate- junior high	Responsible alcohol use
<i>WHAT DO YOU THINK?</i> **	(4) twenty-minute	Secondary	Alcohol and drug use, tobacco, venereal disease *
<i>FREESTYLE</i> **	(13) thirty-minute	Upper-intermediate- junior high	Adolescents' attitudes toward careers
<i>FEELING FREE</i> **	(6) thirty-minute	Intermediate- junior high	Experiences of children with special needs
<i>ALL ABOUT YOU</i>	(30) fifteen-minute	Primary	Health education

* Not broadcast; available to schools by request on cassette.

** Available through 1982 only.

MULTI-MEDIA PACKAGES

This list represents some of the more widely used materials which supplement family life programs.

Available from:

Title:

BUTTERICK PUBLISHING
P.O. Box 1945
Altoona, PA 16603
Tel. (800) 458-3763

American Man: Tradition and Change
American Woman: New Opportunities
Child Care Series
Child Development Series
Family Life Programs
Family Living/Parenting (Concepts in Focus program)
Lifestyles: Options for Living (Independent Living Series)

GUIDANCE ASSOCIATES
Communications Park
P.O. Box 300
White Plains, NY 10602
Tel. (800) 431-1242

Career Values: What Really Matters to You?
Preparing for Parenthood
The Future of the Family

J.C. PENNEY CO., INC.
Consumer Affairs Department
1301 Avenue of the Americas
New York, NY 10019

A Celebration of Children: Little People, Big Needs
Career Development: Education for Living
Decisions, Decisions
Me, Myself and I: How Preschoolers See Themselves
Parenting: Fathers, Mothers, and Others
Toward a Quality of Living
Your Space and Mine--A Behavioral Approach to Environments

SUNBURST COMMUNICATIONS
41 Washington Avenue
Pleasantville, NY 10570
Tel. (800) 431-1934

Becoming Responsible
Dealing with Stress
How Do I See Myself
Mate Selection: Making the Best Choice
Personality: Roles You Play
Preparation for Parenthood

NATIONAL, STATE AND REGIONAL ORGANIZATIONS

BIRTHRIGHT OF GREATER BROCKTON
428 North Main Street
Brockton, MA 02401
Tel. (617) 583-1510
Contact: Marilyn Hughes,
Director

Also: Greater Boston
736 Cambridge Street
Brighton, MA 02135
Tel. (617) 782-5151

CENTER FOR THE FAMILY
Division of Home Economics
College of Food and Natural
Resources
University of Massachusetts
Amherst, MA 01003
Tel. (413) 545-2393/2025
Contact: Al MacDonald,
Associate Director

CENTER FOR PARENT EDUCATION (CPE)
55 Chapel Street
Newton, MA 02160
Tel. (617) 964-2442
Contacts: Burton White
Michael Meyerhoff

Birthright is an international, non-profit, non-denominational, non-political organization offering care and concern to any woman who is distressed about her pregnancy. Birthright serves every need of the woman who elects to continue her pregnancy, including emotional support; and medical, legal, financial and social services. All services are confidential and provided free of charge. There are no limitations based on marital status, religion, race, or age. Existing community services are utilized wherever needed.

Established in spring 1975, the center offers several programs and services that aim to strengthen the family and family support systems. Staff concentrate on one of three specific areas: families with special problems, interpersonal relations within families, and various family forms. Center activities revolve around four major areas:

- a masters' degree program,
- applied and intervention research in family studies, basic research in family studies, and
- educational outreach and services of the state.

The center also sponsors a regular colloquium series; sometimes in conjunction with other university departments. The series draws resources from the five college area and from the entire New England region.

The center educates the public and provides support services to professionals in the education of children, birth to three years. Speakers discuss parenthood, pediatrics, education, and related topics. CPE also releases articles, newsletters, and public service announcements. Additional resources include film critiques, assessment procedures, proposal reviews, research analysis, and related printed matter. A series of taped lectures on educating the infant and toddler is available from the center. Interested individuals may request a descriptive brochure of the series.

CENTER FOR PARENTING STUDIES
Wheelock College
200 The Riverway
Boston, MA 02215
Tel. (617) 734-5200, ext. 214
Contact: Frances Litman,
Director

The Wheelock College Center For Parenting Studies supports professionals and parents who seek to understand and improve the quality of life for parents and children.

One-day workshops, research colloquia, conferences, and programs on behalf of children with special needs are available. In addition, the center can provide consultation, teacher training, guest speakers, and curriculum materials for implementing family life education programs.

The course, "Teaching Child Development and Family Living Education to Adolescents," has been offered to home economics and child development teachers throughout Massachusetts. This and other courses can be made available in school and community settings as well as at Wheelock.

CRITTENTON HASTINGS HOUSE
10 Perthshire Road
Brighton, MA 02135
Tel. (617) 782-7600

The film "Teenage Father" is used frequently in Massachusetts schools.

EDUCATION DEVELOPMENT CENTER (EDC)
55 Chapel Street
Newton, MA 02160
Tel. (617) 969-7100
Contacts: Dennen Reilley,
Director of Field Services
Suzanne Gabriel,
Field Coordinator

EDC engages in educational research, curriculum development, dissemination, and teacher education. Services provided to teachers, schools, and community agencies include: sixteen major curriculum programs; seven hundred films; training; and consultation. Speakers, seminars, and workshops can be arranged on an individual basis with fees varying according to the nature of each grant or contract. Semi-annual publications include: *EDC News* and *Education for Parenthood Exchange*. "Starting a Healthy Family" and "Exploring Childhood" are two of their widely-used programs in family life education. Their comprehensive booklet of funding sources is described under books and reports earlier in this resource section. Write for a catalog of available publications, films, and curriculum materials.

FAMILY SERVICE ASSOCIATION OF
GREATER BOSTON (A United Way agency)
34½ Beacon Street
Boston, MA 02108
Tel. (617) 523-6400
Contacts: Donald P. Riley,
Director of Professional
and Community Education
John Eaton,
Assistant Director of
Family Life Education

"Family Life Education" (FLE) is one of the many services offered to people of all ages - individuals, couples and families - who want to enrich their own lives. FLE is an educational experience that builds skills in communicating, relationship building, problem-solving, decision-making and life planning. A series of six to eight workshops features topics such as: Relating to Your Adopted Child, Planning for Elderly Parents, Parenting Alone, Understanding Your Child, Understanding Sexuality, and Enriching Your Marriage. Weekly group meetings last approximately two hours and are led by one or two skilled staff members. There are usually ten to twenty participants, and topics are designed to meet the interests of group members. Services are also provided in housing projects, schools, libraries and multi-service centers. Fees are on a sliding scale.

Other service locations:

Malden (617) 324-8181
Needham (617) 444-9303
Quincy (617) 471-0630
Somerville (617) 625-5638

THE INSTITUTE FOR FAMILY AND
LIFE LEARNING
30 Lincoln Street
Newton Highlands, MA 02161
Tel. (617) 965-1322

Other locations:

78 Liberty Street
Danvers, MA 01923
Tel. (617) 774-6880

475 Varnum Avenue
Lowell, MA 01854
Tel. (617) 454-4234

MARCH OF DIMES
Massachusetts Bay Chapter
865 Providence Highway
Dedham, MA 02026
Tel. (617) 329-1360
Contact: Joseph F. Hanlon,
Executive Director

Chapter offices:

Berkshire County Chapter
74 North Street, Room 412
Pittsfield, MA 01201
Tel. (413) 499-2291

Merrimack Valley Chapter
89 North Main Street
Andover, MA 01801
Tel. (617) 475-0100

Pioneer Valley Chapter
660 Main Street
Springfield, MA 01105
Tel. (413) 739-9601

Southeastern Massachusetts Chapter
P.O. Box 329
127 Taunton Street
Middleboro, MA 02346
Tel. (617) 947-1519

Worcester Chapter
298 Boston Turnpike
Shrewsbury, MA 01545
Tel. (617) 799-9245

The Institute for Family and Life Learning provides individuals, families, and couples with a variety of mental health and special education services. Clinical services include family, marital, individual, and group therapy. Day and residential schools provide therapeutic academic environments for students having difficulty functioning in public school settings. Activities at Camp Daybreak help youths aged eight to fourteen build self-esteem and a greater awareness of people, places, and things. The medically-based Nutrition Evaluation Program introduces nutrition into the treatment of clients with physical, emotional, or behavioral disorders. Fees vary according to services.

The March of Dimes is committed to proper health education for present and future parents. It has initiated programs for public health education for schools, community agencies, hospitals and health departments. Through grants, special programs, printed materials and audiovisuals, these efforts are directed at responsible parenthood and healthy childbearing. Materials available include: pamphlets, booklets and a complete film library on birth defects, prenatal care, genetics, child development and nutrition. Catalogs list all audiovisual and educational materials available through the March of Dimes. Starting a Healthy Family, Preparenthood Education Program (PEP), and The Curriculum Guide for Health Education: Nutrition are two resources frequently used in family life education programs. The film "Woman Child" is widely used in local schools. Speakers are available.

MASSACHUSETTS CONSUMER AND
HOMEMAKING RESOURCE CENTER
Central Massachusetts Regional
Education Center
Beaman Street, Route 140
West Boylston, MA 01583
Tel. (617) 835-6267, ext. 72 and 73
Contact: Dorothy Holly-Blanchard,
Director

The Consumer and Homemaking Resource Center works with Massachusetts home economists by providing instructional materials, and curriculum and technical assistance. The state director and in-service educator offer seminars, speakers, and workshops on home economics education issues, priorities, and programs. The center lends materials, publishes an annotated bibliography, and mails several newsletters a year to home economics teachers and interested persons. Many of the materials cited in this booklet are accessible and centrally located at the center.

MASSACHUSETTS EDUCATIONAL TELEVISION
(MET)
Massachusetts Department of Education
54 Rindge Avenue Extension
Cambridge, MA 02140
Tel. (617) 876-9800
Contact: Candace Boyden,
Program Director

MET broadcasts over fifty instructional series for grades K-12 via Channel 2 in Greater Boston and Channel 57 in Springfield. Staff present information on MET programs and services to special interest groups upon request. A field services representative conducts hands-on training for school personnel on the use of television in the classroom. Those interested in receiving a broadcast schedule and primary/intermediate or secondary teacher guides, published annually in September, need only pay postage. Related services include: information about recording rights, duplication services, a tape library for viewing (by appointment), and referral. A comprehensive listing of programs relevant to family life education is described under Instructional Television Programming earlier in this resource section.

MASSACHUSETTS PARENT-TEACHER-
STUDENT ASSOCIATION, INC. (Mass. PTSA)
11 Muzzey Street
Lexington, MA 02173
Contact: Freyda Siegel,
Parent and Family Life
Chairman
Fiske Elementary School
Colony Road
Lexington, MA 02173
Tel. (617) 862-5822

The Massachusetts PTSA brings together parents, administrators, students, and teachers who want to ensure the successful rearing and educating of children through collaborative effort in a variety of activities. Recent workshops include: "How to Talk With Children About Drinking" (for parents and teachers), and "The Magical Touch With Children" (parenting). Comprehensive school/community health education programs are also provided. PTSA maintains an informational "hot line" for PTA/PTSA's requesting help; conducts workshops on leadership skills, legislation, and educational concerns; publishes the *Massachusetts PTSA Bulletin*; and provides resource materials to help local units organize and operate.

The following publications pertaining to family life education may be obtained from:

National Parent Teachers Association
700 North Rush Street
Chicago, IL 60611

How to Help Children Become Better Parents
(revised) packet, \$5.00

Today's Family in Focus (National Program in
Parent Education) packet of eight pamphlets, \$3.00

Promise Parent Study Groups: Techniques for Enhancing Parenting Skills, 82 pp., \$14.95

The Effects of Television on Children and Youth,
8 pp., \$.50

Many are also available through the Lexington office.

MERRIMACK EDUCATION CENTER (MEC)
101 Mill Road
Chelmsford, MA 01824
Tel. (617) 256-3985
Contact: Marcia Herlihy,
Home-School Coordinator

The Merrimack Education Center is a non-profit organization serving more than twenty surrounding communities. The Home-School Program offers a variety of workshops to schools, organizations, community and parent groups. Most of the ninety-minute workshops are adaptable to specific needs, and include such titles as: "Parents Are People Too" (parenting), "Pink Blanket, Blue Blanket" (health approaches to raising children/awareness of male and female roles), and "Steps Toward Family Communication" (communication techniques and alternative discipline approaches). The price per workshop is \$75.00 and includes all audiovisual equipment and printed take-home materials. For workshops outside a forty-mile radius, the charge is \$100.00 per day plus travel expenses.

A new six-week program entitled, "Improving Your Parenting Skills" focuses on constructive alternatives to parenting in an atmosphere of support and encouragement. Each weekly session will address topics such as: examining parenting styles, self-esteem, increasing communications with family members, discipline, handling children's feelings, and stages of development.

The fee for a group of eighteen to twenty participants is \$20.00 per person, or a sponsoring organization may pay an overall charge of \$350.00 for the course.

PLANNED PARENTHOOD LEAGUE OF
MASSACHUSETTS (PPLM)
99 Bishop Richard Allen Drive
Cambridge, MA 02139
Tel. (617) 492-0518
Contact: Alice Verhoeven

PPLM's Human Sexuality Resource Center includes a library of over 1,200 books and a collection of professional journals, newsletters, periodicals, curriculum guides and other reference materials. Subjects covered in the library's collection include: male/female relationships, human reproduction, marriage and family life, parenting and parenthood, and teaching techniques for family life and sex education programs. Parent information packets are available for \$2.50 each. These include a set of pamphlets for parents and their teenagers as well as a list of recommended books available in local bookstores and libraries. The center also has a wide range of educational pamphlets and books available for purchase and distribution. PPLM maintains an extensive collection of films on sex education, family planning and related subjects. Two films are particularly recommended for parent groups, while others are made for educating teenagers. Trained volunteer speakers are also available to present educational programs to school and community groups.

Youth Expression Theatre (Y.E.T.) uses drama to

heighten awareness of the real problems and pressures faced by teens in the social and sexual areas of their lives. Under the auspices of PPLM, this troupe of teenage actors is a unique approach to family life education for teens, parents and professionals. A performance consists of approximately ten skits lasting about forty minutes. Following each performance, the actors invite the audience to question, comment and offer possible resolutions for some of the unresolved problems portrayed. A thirty-five minute slide/tape on Y.E.T. is available.

PROJECT LIFE
37 West Main Street
Norton, MA 02766
Tel. (617) 285-6222
Contact: John D. Marvelle,
Director

Project Life, an ESEA Title IV(C) project, is developing and implementing a "life/parenting skills" seminar program in the Project SPOKE collaborative member towns of Easton, Foxboro, Mansfield and Norton. At this time, Project Life is piloting this program with ninth graders in the Norton High School, under the leadership of John D. Marvelle, Director, and Lonnie Carton, Curriculum Designer/Implementer. Seminars offer young adults the opportunity to preview and experience specific difficult life situations and to practice making decisions under the guidance of the project staff.

YMCA
Northeast Region
320 Huntington Avenue
Boston, MA 02115
Tel. (617) 267-1500
Contact: Nelson Newsom

More and more YMCAs are developing family programs while others are designating themselves as Family YMCAs. One of the National YMCA's program goals is to "strengthen family structures by enhancing relationships and improving communication." A number of new programs have been enthusiastically received in YMCAs across the country. Among these are:

- Y Parent-Child Programs (fosters improved parent and child relationships);
- Family Focus (teaches transactional analysis to parents so they can better communicate in the family);
- Positive Parenting (focuses on six major aspects of the parent-child relationship);
- Valuing Families (a resource for YMCA staff persons consisting of: family exercises or strategies, special focus units, program ideas for family nights, a five session course for families, the meat of a family retreat, or a series of sessions for a week of family camp);
- Family Circle (monthly meetings of eight to ten families who find themselves in the same stage of the family life cycle);
- Positive Partners (helps couples develop richer, more satisfying relationships); and
- People-making Through Family Communication (for families to improve their quality of living and learning within the home).

Several available publications include key issues pertaining to family life, as well as information on workshops, seminars, materials and programs. These include:

"Circulator"

Urban Action and Program Division
291 Broadway
New York, NY 10007

Family Network News

National YMCA Family Communications
Skills Center
1111 Chess Drive
Foster City, CA 94404

The Family Tree (poster)

National YMCA Values Education Center
6801 S. LaGrange Road
LaGrange, IL 60525

PERIODICALS

Available from:

Title:

CURRICULUM INNOVATIONS, INC.
3500 Western Avenue
Highland Park, IL 60035

"Current Health"
"Current Life Studies"

DIVISION OF SCHOLASTIC MAGAZINES
902 Sylvan Avenue
Englewood Cliffs, NJ 07632

"Co-ed"
"Forecast"

FUTURE HOMEMAKERS OF AMERICA
2010 Massachusetts Avenue, NW
Washington, DC 20036

"Teen Times"

J.C. PENNEY COMPANY, INC.
Educational and Consumer
Relations Department
1301 Avenue of the Americas
New York, NY 10039

"Forum"

NATIONAL COUNCIL ON FAMILY RELATIONS
1219 University Avenue, SE
Minneapolis, MN 55414

"The Family Coordinator"
"Journal of Marriage and the Family"

PARENTS' MAGAZINE
Bergenfield, NJ 07621

"Parents' Magazine"

TRAINING

The materials offered by these organizations provide a basic framework for group leaders or trainers involved in planning or conducting family life education programs or workshops.

Available from:

Title:

HUMAN SERVICES DEVELOPMENT
1616 Soldiers Field Road
Boston, MA 02135
Tel. (617) 783-3403

Aging Parents: Whose Responsibility?
Couples Communication and Negotiation
Exploring Marriage
Parent-Child Communication
Parenting Children of Divorce
Parents of Newborns
Separation and Divorce
The Single-Parent Experience

Related trigger films are also available to supplement these training manuals.

INSTITUTE FOR FAMILY RESEARCH
AND EDUCATION
760 Ostrom Avenue
Syracuse, NY 13210

Community Family Life Education Programs for
Parents: A Training Manual for Organizers
(1977)

ADDENDUM --As of April 17, 1981

FAMILY COUNSELING AND GUIDANCE CENTERS, INC.

Inquire about Positive Parenting Programs at:

49 Franklin Street
Boston, MA 02110
Tel. (617) 542-0903

40 Independence Avenue
Braintree, MA 02184
Tel. (617) 848-7840

6 State Road
Danvers, MA 01923
Tel. (617) 774-6820

350 Worcester Road
Framingham, MA 01701
Tel. (617) 875-0648

1020 Plain Street
Marshfield, MA 02050
Tel. (617) 837-1133

These non-profit, non-sectarian agencies have a longstanding reputation for helping families grow stronger.

NATIONAL ASSOCIATION OF CATHOLIC
DIOCESAN FAMILY LIFE MINISTERS

Family Life Apostolate
2121 Commonwealth Avenue
Brighton, MA 02135
Tel. (617) 783-2451

Contact: Rev. Peter J. Casey
New England Regional
Representative

NATIONAL CONFERENCE OF CATHOLIC CHARITIES

Catholic Charities
15 Ripley Street
Worcester, MA 01610
Tel. (617) 798-0191

Contact: Rev. Msgr. Leo J. Battista, L.C.S.W.
Regional Convener

ST. MARGARET'S HOSPITAL

Family Life Department
90 Cushing Avenue
Boston, MA 02125
Tel. (617) 436-8600, Ext. 311
Contact: Mary Conroy, Director

Courses in family life and human sexuality are offered for grades 5-12.

National Family Planning Resources
New England Regional Office
90 Cushing Avenue
Boston, MA 02125
Tel. (617) 436-8600, Ext. 311
Contact: Maureen Tierney

MASSACHUSETTS DEPARTMENT OF EDUCATION REGIONAL CENTERS

Central Massachusetts Regional Center
Beaman Street, Route 140
West Boylston, Massachusetts 01583
617-835-6267

Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, Massachusetts 02140
617-547-7472

Northeast Regional Center
219 North Street
North Reading, Massachusetts 01864
617-727-0600

Pittsfield Regional Center
188 South Street
Pittsfield, Massachusetts 01201
413-499-0745

Southeast Regional Center
P.O. Box 29
Lakeville, Massachusetts 02346
617-947-3240

Springfield Regional Center
155 Maple Street
Springfield, Massachusetts 01105
413-739-7271

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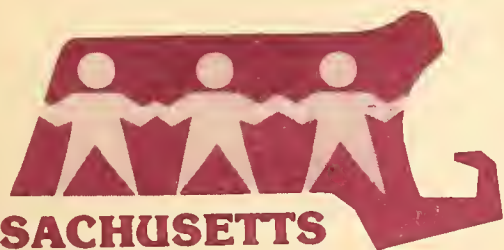
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COLLECTION

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University of Massachusetts
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23. EVERYONE'S GUIDE TO PEER COUNSELING

B. J. Chelenta Sav



MASSACHUSETTS
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EVERYONE'S GUIDE TO PEER COUNSELING

By

**Sylvester Di Diego
Harvard University Student Intern**

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RESOURCES FOR SCHOOLS is a series of publications developed by the Massachusetts Dissemination Project (MDP) for Massachusetts educators, parents, and students. The project, funded by the National Institute of Education since 1976, has four major goals:

- to stimulate greater awareness of the resources available to Massachusetts schools;
- to provide educators, parents, and students with specific information about resource materials for school programs and services;
- to assist the Department of Education and its six regional centers in increasing and improving information services to educators, parents, and students in the state; and
- to encourage greater exchange and sharing of resources among educational organizations, service providers, the Department of Education and its regional education centers, and school personnel.

The project is located in the Department of Education's Boston office. In addition, each regional center has a staff member who maintains contact with project activities and works with regional staff to improve information and dissemination services within the center. Ultimately, the regional centers function as switchboards--at times providing services directly to schools, at other times connecting them with the many resources existing beyond the Department of Education. The development of this series, as its name suggests, is one way the project is helping to make these connections.

Please contact a member of the project staff listed on the preceding page for more information about the Massachusetts Dissemination Project or other *RESOURCES FOR SCHOOLS* publications currently available.



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I wish to express my sincere thanks and appreciation to those people who were especially helpful to me during the development of this handbook. Janis DiStefano, Marcia Grasso, and Peggy Kelly provided clerical assistance and moral support. Florence Cranshaw, Marion Gillon, and Ingrid Judge served on the Peer Counseling Program Selection Committee and helped develop my understanding of peer counseling. The following people reviewed drafts and offered valuable suggestions for the handbook: Kathy Atkinson, Dawn Kennan-Daly, Pam Chamberlain, Fernando da Silva, Dorothea Lipowich, Susan Freedman, Cheryl Haug, Isilda Lords, and Fran Smith. Charles Glenn, Polita Gordon, Margaret Jennings, David Karen, Alan Schuman, and Frank Tortorella each in his/her own way encouraged and supported me during the project. Cecilia DiBella and Etzlie Kocsis of the Massachusetts Dissemination Project were extremely helpful in the production of the text. I am indebted to my editor, Maxine Minkoff, for her guidance and confidence in me. Finally, I wish to thank my mom and dad for their loving encouragement which was especially felt during the development of Everyone's Guide to Peer Counseling.

Sylvester Di Diego

May 1981





ABOUT THIS GUIDE

Everyone's Guide to Peer Counseling provides information on how to set up a peer counseling program in a school or community setting. It is also designed to help individuals improve their existing peer counseling programs. The guide is divided into five sections. Section I introduces the concept of peer counseling. Section II offers suggestions for planning and beginning a program. Section III includes descriptions of operating programs in Massachusetts. Section IV answers frequently asked questions about peer counseling programs. Finally, a list of readings on the topic is included in Section V.

The guide reflects the goals and objectives of the Massachusetts Board of Education's *Guidance and Counseling: A Position Paper of the State Board of Education*. The position paper encourages schools to give more attention to guidance and counseling services and to involve all members of the school community - including students - in improving services. Peer counseling is one way that young people can help to improve the guidance services available in their schools.

This guide can be used by guidance counselors, teachers, administrators, and parents. However, it is written especially for young people who are encouraged to initiate a cooperative effort with guidance counselors, teachers, administrators, and parents to create, plan, and organize peer counseling programs and improve the guidance that all young people receive.

Everyone's Guide to Peer Counseling was written by Syl Di Diego, a college student-intern working for the Massachusetts Department of Education, Bureau of Student Services. While in high school, Syl served for two years on the Boston Regional Student Advisory Council. Upon graduation he assisted new council members in developing leadership skills and became involved in educational decision-making. Recently, he has worked as a peer counselor at Harvard University and has conducted considerable research on the subject. He has also helped high school students and guidance counselors initiate peer counseling programs in their schools. This guide is the cumulative result of his experiences with the Department, and captures both his perspective as a student who has spent considerable time helping other students, and his expertise in the area of peer counseling.



SECTION I:

WHY PEER COUNSELING?

Growing up involves asking questions such as: Who am I? What will I be when I get older? Am I attractive? Will I get a date this weekend? Does anyone care about me? Am I lovable? Is there anyone who understands me - my thoughts, my feelings, my dreams? The questions aren't the same for everyone and we do not always ask them out loud, but they are very real and important concerns.



There are other questions which we might have to answer as we grow up. Should I go drinking with my friends, today? Should I use marijuana or some other drug? Should I go to college, learn a trade, or leave school now and get a job? Should I date someone who has a different racial or ethnic background? If my parents separate or divorce, who should I live with?

Answering these questions isn't easy. Sometimes we have a parent or friend to talk with who will give us some guidance. At other times we may feel that we do not have anyone to really help us and at these times we are left to face our questions alone. This can be lonely and frustrating. We need more people who will listen and give us help when we need it.

School guidance counselors give us some help. However, they have many responsibilities and do not always have as much time as they would like to spend with individual students. The individual counseling time they do have is spread among as many as four hundred students assigned to them. Therefore, they cannot always offer us the personal attention and guidance that we want and need.

One way of addressing this problem is for schools to hire more professional counselors. This would lower the student/counselor ratio and would allow counselors to spend more time with individual students. Unfortunately, most schools cannot afford to do this and further reductions in school budgets make this option less and less likely in the future. Besides, not all of us will go to guidance

counselors for help. We may feel that they help only certain students, we may not feel comfortable talking with a "professional" or with any adult, or we may have left school and not have access to a school counselor. It seems that hiring more counselors is not an option that many schools have and even if it were, it might not provide all of us with more personal attention and guidance.

An option that is available to all schools, however, is to use students as peer counselors. A peer counselor is a young person who is trained to help other young people. He or she can provide information on topics such as alcohol, careers, family planning, jobs, or nutrition; can be someone to talk with about a problem with a teacher, or someone to approach about an issue such as racial prejudice. A peer counselor can also give support to a young person who needs a friend or needs help figuring out ways to solve problems and make decisions. By participating in a peer counseling program, a student can therefore help to increase the personal attention and guidance available to others in the school. The following section explains how a group of students, parents, counselors, teachers, and community members can work together to create and implement a peer counseling program.

SECTION II:

HOW TO START

A PEER COUNSELING PROGRAM

Starting a peer counseling program requires approval from the school administration, followed by organization of the program, and training a group of peer counselors. The peer counselors, once trained, can actively participate in deciding and planning how to help other young people in the school. This section provides guidelines for setting up a peer counseling program. It is written with the assumption that a group of people, including parents and students, must work together to develop and operate a peer counseling program.

In order to begin a program, the organizers must be enthusiastic, hard working, cooperative, and patient. It can take well over a year to get it approved, organized and operating. Most people who have been involved in starting a program have found that it is an experience well worth the time spent. They also have found that peer counseling programs can greatly improve the personal guidance and educational services that young people receive and can make school a better place to be.



The following suggestions should be helpful in starting a peer counseling program in your school, and should be worked on together by a group of program organizers.

1. Read Some Articles on Peer Counseling*



Read some articles on peer counseling and develop a good understanding of the topic. Then decide if a peer counseling program can work in your school and learn how to clearly and briefly explain what peer counseling is and how it can help young people in your high school.

* A list of articles on peer counseling can be found in Section V.

2. Create a Peer Counseling Advisory Committee

Tell other students, teachers, counselors, administrators, and parents about peer counseling and about your groups' idea of starting a program in your school. Encourage some people to be on a peer counseling advisory committee. This committee should include at least one student, parent, teacher, and counselor. Others who may be interested in participating include: the school principal; the superintendent of schools; school committee members; and other members of the community, including people who work at local mental health centers, youth agencies, or the police station. Try to include a balance of males and females and people from all of the ethnic and racial groups represented in the community. Seek out people who have a record of getting new programs approved at your school for membership. Also, you may want to have someone on the committee who is from another school system which is similar to yours and already has an operating peer counseling program. Section III of this guide provides examples of such programs.

3. Meet with Peer Counseling Advisory Committee

Meet with the committee. Tell them what you need them for and what the advisory committee can do to help start a peer counseling program. Discuss the advantages of having a peer counseling program in the school, and explain how the program would operate. Allow people to share all their ideas and opinions. Listen carefully to special concerns and ideas. Have the committee then come up with a list of the needs of young people and of the school. The accuracy of this list should later be tested by surveying students in the school. The advisory committee should also outline specifically how it will help you start the program. For example, the committee may help survey students' needs, help the program get approved, help publicize the program, and/or evaluate it after it has been in operation for a while.

4. Find Out More Information About Peer Counseling Programs

It is important that you learn as much as possible about peer counseling: how peer counselors may be trained, the different ways in which peer counselors can help others, and how to plan a program. Section V includes a list of books and articles which will provide you with more information. In addition, Section III contains descriptions of peer counseling programs in Massachusetts. Talk with the program coordinators, adult advisors, and peer counselors from these programs to learn how they were started, how they operate on a day-to-day basis, and what kinds of problems and successes they have encountered. While your group may learn a lot from the experiences of the people in these programs, remember that every school is different and that other people's strategies and solutions may not work in your school.

5. Inform and Update the Principal (Headmaster)

Before continuing any further, meet with the school administration. Members of the advisory committee can show their support by coming along. Let the administrators know what has been accomplished to date. Tell them about the list of students' needs compiled by the advisory committee and



your plan to survey young people and adults in the school to see if the list is accurate. Also, at this time, find out how new guidance programs are approved. In some schools, the approval of the guidance department chairperson is required. In other schools, the approval of the principal is also needed. In still others, the school committee must grant permission.

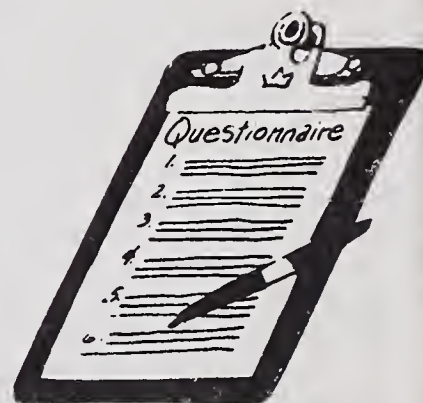
6. Conduct a Survey to Discover the Needs of Young People in Your Community

Survey students for their opinions on their needs and on peer counseling in general. Include in the survey an explanation of peer counseling and the reason for conducting the poll. Assure students that the poll is confidential and they are not required to sign the questionnaire. Questions asked should be aimed at finding out who would like to become peer counselors and ways that peer counselors could help other young people. The survey might look something like the example in Illustration A shown on the following page.

ILLUSTRATION A SAMPLE SURVEY

Can You Help?

A peer counselor is a young person who is trained to help other young people. He or she can provide information on topics such as alcohol, careers, family planning, jobs, and nutrition; can be someone to talk with about a problem with a teacher, or about an issue such as racial prejudice. A peer counselor can also give support to a young person who needs a friend, or needs help figuring out ways to solve problems and make decisions.



This survey was written by a group of students, teachers, parents and other people in our community who are interested in starting a peer counseling program in our high school. We would like your views to help us plan the program. Thank you for assisting us by completing this questionnaire.

CIRCLE ONE

1. Which of the following would you talk about with another young person who has been trained as a peer counselor?

- | | | | |
|---|-----|-------|----|
| a. boy/girl relationships | YES | MAYBE | NO |
| b. pregnancy/family planning | YES | MAYBE | NO |
| c. boys in home economics/girls in shop | YES | MAYBE | NO |
| d. what to do after high school | YES | MAYBE | NO |
| e. feelings about school or home life | YES | MAYBE | NO |
| f. drinking | YES | MAYBE | NO |
| g. tension between people from different racial and ethnic groups | YES | MAYBE | NO |
| h. how to be more active in school | YES | MAYBE | NO |
| i. student rights and responsibilities | YES | MAYBE | NO |

j. how to cope with death, separation or divorce

YES MAYBE NO

k. other (write in) _____

2. Are there other things that peer counselors could do to help make school a better place to be?

YES MAYBE NO

If yes, please describe what they are. _____

3. Would you be interested in becoming a peer counselor?

YES MAYBE NO

4. If you circled "maybe" for any of the items in #1 or #3, please give an explanation of your reservations or hesitations about the topic. _____

7. Review the Survey Results and Determine How Peer Counseling Can Meet These Needs

Compare the results of the student survey with the advisory committee's list of students' needs. How do the two compare? What are the top priority needs identified by the survey? Can peer counselors help meet those needs by offering discussion groups, giving out information, or providing counseling? With the aid of the advisory committee, determine specific ways in which peer counselors can help other young people work together to meet these needs.

8. Prepare a Proposal Presentation

Your group has identified how peer counselors will function in your school and the number of students who desire to become peer counselors. Also, you have learned how new programs are approved in your school community. Regardless of who the particular decision makers are who must grant official approval (e.g. guidance counselors, the principal, and/or the school committee) certain steps must now be followed:

- a) Write a program proposal;
- b) Gather support for the program;
- c) Prepare for the presentation to the guidance counselor, principal, and/or school committee; and
- d) Meet with the guidance counselor, principal and/or school committee.

Each of these four steps will now be described in some detail.

8a. Write a Program Proposal

The first part of the program proposal, "The Statement of the Problem," should describe, in as few words as possible, the specific needs which the peer counseling program will address. For example: "Students report that they need more counseling services. They feel that there is not enough money in the school budget to solve this problem by hiring additional counselors."

The second part of the proposal, the "Abstract," should describe the problem and the solution to the problem (a peer counseling program) in more detail. This abstract should be no more than one page and should provide readers with a quick and clear understanding of

the entire proposal. It can also be handed out to the audience when the proposal is presented.

The third part of the proposal, the "Rationale," should provide factual information to back up your definition of the problem. Include the results of the student survey and other relevant information such as: the number of students assigned to each counselor in your school; the number of student suspensions; costs to the school to repair vandalized property; the number of students absent daily; and statistics on teenage alcoholism, suicide, and pregnancy. Explain how a peer counseling program could help solve these problems but do not go overboard. Do not suggest that peer counselors can solve all the problems of the school. Be realistic in stating what you think can be accomplished (e.g., the school attendance of peer counselors and counselees will improve).

The fourth part of the proposal, "Goals and Objectives," should simply outline the overall program goals and the more specific program objectives.

An "Action Plan" should be presented next. Describe the particular activities which will be designed to meet the program goals and objectives. Explain how you would go about organizing a peer counseling program and how the program would operate on a day-to-day basis. Be sure to answer the following questions:

- How will students be selected to become peer counselors?
- What will training classes teach peer counselors?
- Will students miss classes if they participate in peer counselor training?
- Will peer counselors receive pay? Credit?
- What will students talk about with peer counselors?
- What will a peer counselor do if other students talk about committing suicide or a criminal act?
- How will the program's success be evaluated?
- How much will this peer counseling program cost the school?



In addition, include a checklist of steps that will be taken to organize the program, who will be responsible for each step, and how long each will take. (See Illustration B on page 13).

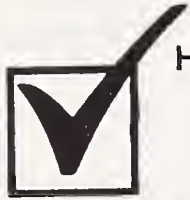
An organization chart would also be helpful to illustrate how peer counselors will work with guidance staff and other school personnel. (See Illustration C on page 15).

The last portion of the proposal, "Budget", should list the program needs - such as a program coordinator, adult advisors, trainers, peer counselors, space, use of audio-visual and xerox equipment, and other training materials. For each of these resources, the cost and a rationale for the need should be included.

ILLUSTRATION B

HOW TO START A PEER COUNSELING PROGRAM

CHECKLIST

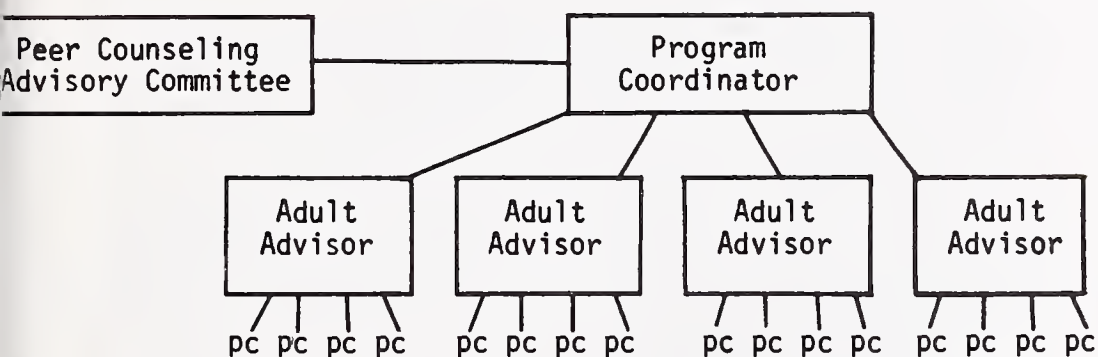


<u>Task</u>	<u>Date Begun</u>	<u>Person(s) Responsible</u>	<u>Date Completed</u>
1. Read Some Articles on Peer Counseling			
2. Create a Peer Counseling Advisory Committee			
3. Meet with the Peer Counseling Advisory Committee			
4. Find Out More Information About Peer Counseling Programs			
5. Inform and Update the Principal (Headmaster)			
6. Conduct a Survey to Discover the Needs of Young People in Your Community			
7. Review the Survey Results and Determine How Peer Counselors Can Meet These Needs			
8. Prepare a Proposal Presentation			
8a. Write a Program Proposal			
8b. Gather Support for the Program			
8c. Prepare for the Presentation to the Guidance Counselor, Principal, and/or School Committee			
8d. Meet with the Guidance Counselor, Principal, and/or the School Committee			
9. Select a Program Coordinator			

<u>Task</u>	<u>Date Begun</u>	<u>Person(s) Responsible</u>	<u>Date Completed</u>
10. Form a Training Staff			
11. Plan Training Classes			
12. Test the Training Class Exercises			
13. Plan a Method for Recruiting Adult Advisors			
14. Plan How to Get Young People Interested in Becoming Peer Counselors			
15. Develop a Method for Selecting Students to Become Trained Peer Counselors			
16. Make Final Preparations			
17. Plan a Program Evaluation			
18. Remind the School Community About the Peer Counseling Program			
19. Implement the Peer Counseling Program			
20. Develop Peer Counseling Activities			
21. Evaluate the Program			

ILLUSTRATION C

PEER COUNSELING ORGANIZATION CHART



pc = peer counselor

8b. Gather Support For The Program



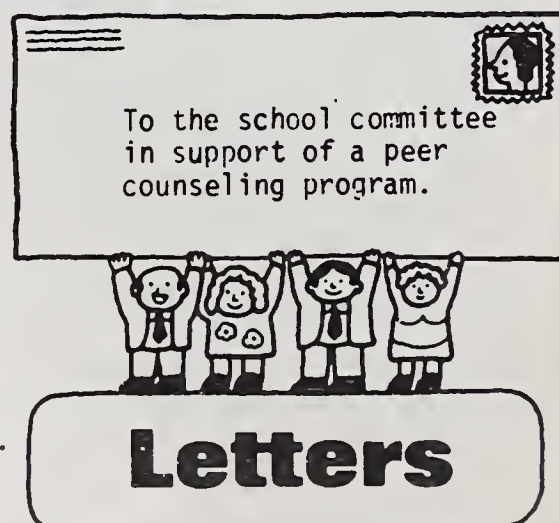
After the program proposal is written, it is time to gain support from the principal, the superintendent of schools, the guidance department, parents, students and others. The more support acquired, the better are the chances that the proposal will be approved. Before meeting with these individuals, you and your advisory committee should rehearse a lobbying statement. There may be only a few minutes to talk with each person so be prepared to quickly explain the proposal and give brief answers to questions such as the following:

- Why do we need a peer counseling program?
- How will a peer counseling program help students receive more guidance?
- Does this mean you are unhappy with our guidance staff?
- Can young people really counsel other young people?

- Who will be responsible for the program?
- Who will advise the peer counselors?
- Will the results be worth the time it takes to operate a peer counseling program?
- Will young people be interested and become involved in such a program?
- How will students be selected to become peer counselors?
- Will peer counselors miss classes?
- Will peer counselors receive pay? Credit?

Practice giving a brief presentation of the proposal and asking people for support. Be familiar with the ideas in the proposal. Do not memorize a speech but do practice explaining your ideas in a natural manner. You may want to have some notes or an outline of important points.

Now it is time to gain support from school and community members such as the Parent -Teacher -Student Association (PTSA), the superintendent of schools, the principal, the teachers' union, the local youth commission and the student government. Lobby in groups of two or more by discussing the program proposal with various individuals and groups. When meeting with people explain the proposal and provide them with opportunities to ask questions and voice their opinions. Do not argue. If they disagree with your plans, find out exactly what they disagree with and why. If they have a question that your group of lobbyists cannot answer, say so. If it looks like they will not be supportive at this time, offer to come back later with answers to questions that you could not answer. This will provide an opportunity to meet again and try again to gain their support. If you are having trouble getting in touch with an individual or group whose support is desired, keep trying! If their support is not gained this time, perhaps it can be won later. If people do support the proposal, ask them to



give their official endorsement in writing so that these letters of support can be included in the proposal and given to the decision makers. Such letters will show that you have the school community behind you. In addition, by meeting with these people and explaining your proposal beforehand, they will not be surprised to learn about it at a school committee meeting.

Another way of gaining support is by circulating a petition to students, teachers, and community members. Ask people who are willing to sign to indicate whether they are students, teachers, or parents. Not only can this petition be an effective way of informing many people about the program, but a long list of signatures of individuals from different groups will also show the school committee that the community is behind you.

8c. Prepare for the Presentation to the Guidance Counselor, Principal, and/or School Committee

Find out how far in advance you have to get an appointment with the principal, guidance counselor, or school committee. If you need to get on the school committee agenda, find out how to do it. In some schools you have to speak with the school committee secretary and in others with the superintendent of schools. Get in touch with this person and tell him/her that you wish to be on the agenda, what you wish to speak about, how many people will be speaking, who will be speaking, and who is from outside the school community.

Prior to the meeting, provide school committee members with a copy of the proposal and an opportunity to have their personal questions answered before the meeting. This will not only give the school committee members the opportunity to gain a clear understanding of the proposal, but it will also give you a sense of the types of questions which may be asked at the school committee meeting.

FINALLY, ENCOURAGE STUDENTS, PARENTS, AND OTHER SUPPORTERS TO DISPLAY THEIR SUPPORT BY ATTENDING THE SCHOOL COMMITTEE MEETING.

8d. Meet with the Guidance Counselor, Principal, and/or the School Committee

Introduce the members of your group who will speak to the guidance counselor; principal, and/or school committee. Hand out the one page abstract (part two of the proposal). Make sure all presenters face the people they are

addressing and speak clearly, loudly, and distinctly. If, while presenting, you are reading from notes, then look up occasionally. If you make a mistake, stop and get yourself together so that you do not miss making some important points. Relax. Feel proud and confident and remember: your supporters are there. Have various people speak in favor of peer counseling programs. People from nearby schools with peer counseling programs may be especially effective. Also, give the guidance counselor, principal, and/or school committee the letters of support and the student petition supporting the proposal. Finally, ask for questions. This will show that you want to respond to all concerns. If you do not know an answer, say so and offer to find out the answer. Tell the person when and how you will get back to him/her with the information.

Once your proposal is approved, your group can begin to organize your peer counseling program. If the proposal is rejected, consider the problems encountered in the approval process and re-work your strategy. Don't give up!

9. Select a Program Coordinator

A peer counseling program will require a coordinator to oversee and be responsible for the daily operations of the program. Since this requires a great deal of time, it may be desirable to have two people serve as co-coordinators and share this important responsibility.

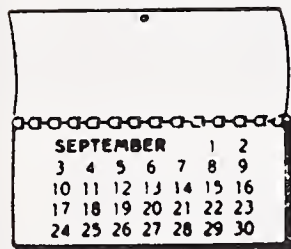
Every city and town has its own method for selecting individuals to coordinate specific programs. Discover the method used in your community. The organizers and the advisory committee may be involved in the selection process by writing a job description and participating in the interviews of candidates. In some communities, they may actually be able to choose the coordinator. However, this may not be possible in all towns.

10. Form a Training Staff

The training staff should be professionals who have had experience with the type of work peer counselors in your program will be doing. For example, if peer counselors will be doing personal counseling, then professional counselors should be the trainers. If the program is going to focus on education and discussion of the topic of alcohol abuse, then training should be done by professionals with experience in the area of alcohol education.

11. Plan Training Classes

Training classes should teach and allow the future peer counselors to practice listening, communicating, and counseling skills. They should also teach students how to solve problems, lead group



discussions, and make decisions. Discussions should be held on the role of counselors in general and the specific role of peer counselors in your program, the importance of confidentiality, and when and how to break a confidence. Also, a peer counselor should learn how to make referrals to professionals and community agencies. Section V lists reading materials that can be helpful in planning these training classes. Training should be

provided before peer counselors engage in program activities and while the peer counselors are conducting activities for young people.

12. Test the Training Class Exercises

Before using training exercises in class, try them out with a group of young people to see if they do what they are intended to do. If some of the exercises do not work well, find others.

13. Plan a Method for Recruiting Adult Advisors

Plan a method for recruiting adults from the community to be advisors to the peer counselors. This might be accomplished by sending notices to teachers, administrators, and parents briefly describing the responsibilities involved. These responsibilities should include attending training classes and meeting regularly with some of the peer counselors when the program is in operation.

14. Plan How to Get Young People Interested in Becoming Peer Counselors

A peer counseling program must be publicized to get students interested in becoming peer counselors. Your group may place notices in the daily school bulletin, and in the school and local newspapers. Visit classes that all students take - such as gym, English, and American History, and visit places in the community where young people hang out, such as ball parks, youth centers, street corners, and popular eating places.

Remember to encourage all types of young people to get involved in the program. Publicize it so that everyone feels invited to become a peer counselor. The way the program is publicized will determine which young people want to join. Those who do, will, as a group, create the



image of the program in the school community. Make efforts to create a program which belongs to everyone in the school so that all young people will feel comfortable going to a peer counselor when they want or need guidance.

15. Develop a Method for Selecting Students to Become Trained Peer Counselors

There are three suggested ways to select peer counselors. The first is to train all students who express interest. If this method is chosen, be sure to provide students with enough information for them to make a careful decision about becoming a peer counselor. Special efforts should be made to ensure that the interested young people have the personal qualities peer counselors should have.

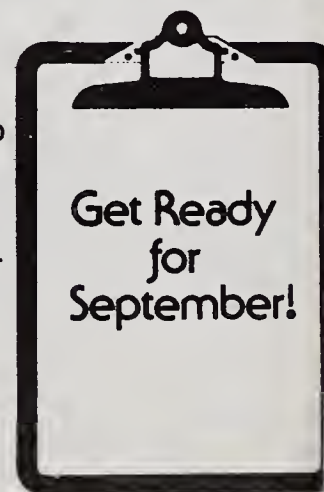
The second method of selection is to interview interested students to see if they are dependable, responsible, open, committed, and willing to learn. If candidates are evaluated, do not look for qualities that can be developed during training such as the ability to listen, to communicate, or to lead groups. Nor should irrelevant qualities be considered, such as high grades, previous involvement in school activities, or leadership experience. A peer counseling program may tap talents such as the ability to relate to and help other people in a caring way; talents which are not usually recognized or developed in activities such as sports or student government.

The third way to select peer counselors is to ask all students to name classmates with whom they would feel comfortable talking about personal problems. The young people identified could then be asked if they would like to become peer counselors.

These are only suggestions. You may want to use one of these methods, a combination of these methods, or come up with your own ideas for selecting peer counselors.

16. Make Final Preparations

There are several things that should be done to ensure that the program runs smoothly. First, peer counselors should have their class schedules planned so that they can attend training classes. If the training is offered as a credited course then the course will have to be included in the curriculum well in advance of the new school schedule. Second, the program requires a place to train the peer counselors and, once they are trained, a working space where peer counselors can talk with counselees and hold discussion groups. If possible, have



the school allocate a room where students can easily drop in and talk in private. This gives the program a physical identity and offers students a place of their own to deal with the tension of the school day. It also demonstrates that the school considers the peer counseling program important.

Third, determine how and when adult advisors will meet with their peer counselors. Each adult advisor should be assigned a certain number of peer counselors with whom he/she meets regularly to offer support, information, and help. The peer counselor should be able to contact the advisor immediately if a counselee has expressed thoughts about committing a self-destructive act.

Finally, some programs require peer counselors and counsees who meet with them to have a permission slip signed by their parents before they can become involved with the program. Some schools believe that these permission slips are required to protect the school from being held responsible for personal injury or death. Permission slips are not recommended in this guide for several reasons. First, the entire school community, including parents, should have already been informed about the peer counseling program. Second, a permission slip that states a parent will not hold the program responsible for personal injury or death and is signed by a parent will not really protect the program or school from being sued. Finally, young people sometimes drop by the peer counseling room to talk with a peer counselor without planning in advance to do so. In these cases, there is not time to have a permission slip signed. In other cases, young people may not want their parents to know they are talking with a peer counselor. Requiring permission slips could therefore cause certain young people to stay away from the program even if they really want or need guidance.

17. Plan a Program Evaluation

It is important to determine how well the program is working and how it can be improved. First, you will want to find out if the training program is effective in helping peer counselors develop counseling skills. Before training begins, give peer counselors a "pre-test" to evaluate their counseling abilities; train them, then give them a "post-training test" to again evaluate their counseling skills. After the program has been in operation for a year or so, you will want to see if the program goals and objectives are being met. Therefore, before you begin, determine how you will measure each objective. For example, if one of your objectives is to increase students' awareness of the effects of drinking, you may want to devise a pre-/post-test



to measure students' knowledge about alcohol. If your objective is to increase students' ability to solve problems, you may wish to compare the problem-solving skills of students who have gone through the program with students who have not. Further, you may want to develop questionnaires and interviews to receive feedback from students and adults who have participated in the program.

18. Remind the School Community About the Peer Counseling Program

Some time will have passed since the program proposal was approved. It is, therefore, a good idea to let the community know that the program is now ready to begin. Visit homerooms, a faculty meeting, and a Parent-Teacher - Student Association meeting and place notices in the daily school bulletin, and in school and local newspapers to update members of the community about the program.



19. Implement the Peer Counseling Program

Now that all the preparations have been made, it is time to implement your plans. During this implementation phase, the organizers, having fulfilled their goal of creating a peer counseling program, should relinquish responsibility for the program to the program coordinator(s). Individual organizers may perform other roles such as coordinator, advisor, or peer counselor.

20. Develop Peer Counseling Activities

Once the peer counselors are trained, the program participants--coordinator(s), advisors, and peer counselors--can decide the specific issues peer counselors will deal with and how these issues will be addressed. The survey, which was included in the program proposal and which identifies student needs, can be used in this planning.

A variety of activities can be planned. Peer counselors can be matched with individuals to meet with them regularly or on a drop-in basis; they can run discussion groups on topics of interest to students and they can offer support groups for new students, or people who are in non-traditional courses, careers, or educational programs. They can also tutor students and help them with their class work, act as big brothers or big sisters to young people, or provide students with career guidance and information. Peer counselors can run training classes to teach listening, communicating, problem-solving, and decision-making skills. They can run a resource and information center. Finally, peer counselors can work to reduce social problems such as alcoholism or racial conflicts.

After the peer counseling group decides how the peer counselors will function, the activities must be planned and publicized to the school community. The program coordinator will oversee all program activities. Initially, all peer counselors should focus on one specific issue, although they may do so through different activities. Once the program is well under way, they may wish to broaden their scope.

21. Evaluate the Program

After the program has been operating for a time, it can be evaluated according to your plans. The evaluation may be reported to the entire school community and should be used to decide on program improvements.





SECTION III:

PEER COUNSELING PROGRAMS

IN MASSACHUSETTS

This section provides information about peer counseling programs presently operating in Massachusetts. In the fall of 1979, the Bureau of Student Services of the Massachusetts Department of Education conducted a survey to identify peer counseling programs in Massachusetts. Thirty-two operating programs were discovered. A Peer Counseling Selection Committee consisting of students, a peer counseling program coordinator and guidance counselor, and two Department of Education staff members, defined a peer counseling program as having the following characteristics:

- a) Its primary goal is to foster the personal, emotional, and social growth of students;
- b) Peer counselors have a clear helping role;
- c) There is a training component;
- d) There is a supervision component; and
- e) Peer counselors have a leadership role in the program, with responsibility for the operation of the program. Adult staff have an indirect helping role.

After screening out those programs that did not have these characteristics, the Selection Committee selected fourteen to include in this guide. These vary in size, scope, and type of services offered. Eight programs focus on personal counseling for individual student growth while one helps young people deal with school-wide and social concerns. The remaining five programs offer tutorial assistance or provide information or referral to prevent personal or social problems. All are included in this guide to assist students, parents, counselors and other school staff in planning and establishing similar programs.



**PERSONAL COUNSELING
FOR INDIVIDUAL GROWTH**





ANDOVER HIGH SCHOOL PEER COUNSELING PROJECT

Address: Andover High School
Shawsheen Road
Andover, MA 01810

Contact: Robert Stern and Mimi Weisberg

Telephone: (617) 470-1700, ext. 319, 349

Services: Peer counselors operate a drop-in center; run groups in the elementary and junior high schools for students from single parent homes; teach health classes to elementary students to ease the pressures to smoke and drink; serve in a big brother/big sister program; help 6th and 9th graders make the transition to their new schools; provide evening and afternoon seminars for parents and teens on topics such as college pressures, sexuality, alcohol and drugs; and provide one-to-one counseling for high school students.

Training and Supervision: Training consists of twenty weeks of non-credit, one hour workshops designed to: increase students' self-awareness; develop listening and communicating skills; and provide information about alcohol and drug abuse, depression, loneliness, and sexuality. Following the twenty weeks the students participate in a two day retreat involving more intensive training. Peer counselors are supervised by the program coordinators.

Participants: Number of Participants:

-peer counselors -----80
-students served -----300
-adult support staff -----2

Population of School:

-student enrollment -----1540

Age of Participants:

- peer counselors -----15-18 yrs.
- students served ----- 6-19 yrs.

Criteria for Participation:

All students are eligible to participate in the training program. Peer counselors must complete the twenty week training program followed by staff screening.

BROCKTON HIGH SCHOOL PEER COUNSELING PROGRAM

Address: Brockton High School
470 Forest Avenue
Brockton, MA 02401

Contact: Robert Stone and Mike Wychules

Telephone: (617) 580-7445

Services: Peer counselors offer personal counseling on topics such as interpersonal relationships, changing from junior to senior high school and dissatisfaction with school. Peer counselors also provide academic tutoring, course advising, and information on financial aid, job opportunities and careers.

Training and Supervision: Peer counselor training sessions are offered as a credited course for two and a half hours each day for three weeks in the summer, and once a week during the school year. Peer counselors learn about values clarification, peer relationships, and counseling techniques.

Each peer counselor is assigned an adult advisor and also receives support from classroom teachers, the special education department and the bilingual department.

Participants: Number of Participants:

- peer counselors-----12
- students served-----14
- adult support staff----- 2

Population of School:

- student enrollment-----5,900

Age of Participants:

- peer counselors-----17-18 yrs.

-students served-----13-19 yrs.

Criteria for Participation:

Students are selected on the recommendation of guidance counselors who also refer students to peer counselors.

BROOKLINE HIGH SCHOOL PEER COUNSELING PROGRAM

Address: Brookline High School
115 Greenough Street
Brookline, MA 02146

Contact: Karen Kuskin

Telephone: (617) 734-1111, ext. 246

Services: Peer counselors offer personal counseling to groups of freshmen and to individuals on topics such as:

- | | |
|---|------------------------------|
| -Alcohol | -Family problems |
| -Changing from junior to senior high school | -Interpersonal relationships |
| -Drugs | -Dissatisfaction with school |

Training and Supervision: The training component of the program is offered as a course in the high school curriculum. Peer counselors attend a two-day training retreat and twenty subsequent one and one half hour training classes that teach active listening and communication skills. They are provided with information on various counseling theories and on available resources.

Peer counselors are supervised by guidance counselors in training classes.

Participants: Number of Participants:
-peer counselors-----30
-students served-----varies
-adult support staff-----2

Population of School:
-student enrollment-----2,167

Age of Participants:
-peer counselors-----16-18 yrs.

-students served-----13-15 yrs.

Criteria for Participation:

Peer counselors are selected on the basis of teacher, counselor, and self-recommendations. All freshmen in the school may see a peer counselor.

DENNIS-YARMOUTH PEER COUNSELOR PROGRAM

Address: Dennis-Yarmouth Regional High School
Station Avenue
South Yarmouth, MA 02664

Contact: Nancy M. Anastasia

Telephone: (617) 394 -8361

Services: Peer counselors offer personal counseling to individuals on the following topics:

- Alcohol
- Changing from junior to senior high school
- Dissatisfaction with school
- Drugs
- Interpersonal Relationships
- Family problems
- Pregnancy and family issues
- Sexuality issues
- Course selection

Training and Supervision: The training component of the Dennis-Yarmouth Peer Counselor Program is held during school hours. Peer counselors attend fifteen, one and one-half hour training classes. They are taught attending, listening, and responding skills; how to use school and community resources; and information about child abuse, drug abuse, runaways, and the legal rights of juveniles. The two adult advisors supervise the peer counselors on an ongoing basis.

Participants: Number of Participants:

- peer counselors----- 25
- students served-----unknown
- adult support staff-----2

Population of School:

- student enrollment-----1,485

Age of Participants:

- peer counselors-----16-18 yrs.
- students served-----14-17 yrs.

Criteria for Participation:

Peer counselors are selected on the basis of good attendance records, teacher recommendations, demonstrated abilities to be non-judgemental and listen well. In addition, they must complete the training program and obtain parental permission. Students may refer themselves to a peer counselor or may be referred by a teacher.

DOVER-SHERBORN PEER COUNSELING

Address: Dover-Sherborn High School
9 Junction Street
Dover, MA 02030

Contact: Florence Cranshaw

Telephone: (617) 785-1730

Services: Peer counselors offer personal counseling to groups and individuals on the following topics:

- Alcohol
- Changing from junior to senior high school
- Child abuse
- Dissatisfaction with school
- Depression
- Drugs
- Family problems
- Interpersonal relationships
- Loneliness
- Nutrition
- Peer difficulties
- Sexuality issues

Peer counselors also provide academic tutoring services to students.

Training and Supervision: The training component of the peer counseling program of Dover-Sherborn is offered as a course in the school curriculum. Peer counselors attend an all-day workshop twice a year and two, forty-five minute training sessions each week. They are trained in listening, responding, decision-making and problem-solving skills. Weekly group meetings also provide supervision for counselors.

Participants: Number of Participants:

- peer counselors-----12-24
- students served-----one per counselor
- adult support staff-----2

Population of School:

-student enrollment-----780

Age of Participants:

-peer counselors-----16-18 yrs.

-students served-----12-15 yrs.

Criteria for Participation:

Peer counselors must be sophomores or juniors who are recommended by teachers. Group interviews provide the opportunity for potential counselors to demonstrate the requisite qualities of openness, responsibility, and commitment.

Students may go see a peer counselor on their own or may be referred by others. In any case, they must first have parental permission.

PEABODY SCHOOLS'-PERSON TO PERSON

Address: Department of Pupil Personnel Services
King Street
Peabody, MA 01960

Contact: Mary A. McDermott and Martha A. Downing

Telephone: (617) 531-1600, ext. 188, 189

Services: Peer counselors offer personal counseling to individuals and groups on the following topics:

- Alcohol
- Changing from elementary to junior high
- Death
- Dissatisfaction with school
- Divorce
- Drugs
- Family problems
- Interpersonal relationships
- Nutrition
- Physical fitness
- Sexuality Issues

Peer counselors also provide academic tutoring; course advising; and job, career, and vocational information.

Training and Supervision: Peer counselors attend six, one-hour training classes on listening skills, problem-solving techniques, and communication skills.

Adult advisors meet weekly with peer counselors and are available for emergencies.

Participants: Number of Participants:

- peer counselors-----55
- students served-----150
- adult support staff-----2

Population of School:

-student enrollment-----8,727

Age of Participants:

-peer counselors-----10-12 yrs.

-students served-----10-12 yrs.

Criteria for Participation:

Peer counselors are selected on the basis of their grades, teacher recommendations, and principal and counselor approval. Any student may be referred to a peer counselor.

RANDOLPH HIGH SCHOOL STUDENT ADVISOR PROGRAM

Address: Randolph High School
Memorial Parkway
Randolph, MA 02368

Contact: Prudence Goodale

Telephone: (617) 963-7800

Services: Student advisors offer educational counseling, information, and support to freshmen students. They advise freshmen on course selection, provide them with information about extra-curricular activities, and refer students to appropriate school personnel whenever necessary.

Supportive counseling is available on the following topics:

- Dissatisfaction with school
- Interpersonal relationships
- Changing from junior to senior high school
- Student/teacher relationships

Training and Supervision: The training component is offered as a course in the school curriculum. Student advisors attend one, fifty-minute training session each week throughout the school year. Peer counselors are trained to listen and work with students on a one-to-one and a group basis, and develop their communication and leadership skills.

Participants: Number of Participants:

- student advisors-----55
- students served-----500
- adult support staff-----3

Population of School:

- student enrollment-----1,867

Age of Participants:

- student advisors-----16-18 yrs.
- students served-----13-15 yrs.

Criteria for Participation:

Student advisors must be juniors or seniors and are selected through a peer screening process and on the basis of teachers' recommendations. All freshmen in the school are eligible to see a student advisor.

STONEHAM HIGH SCHOOL PEER COUNSELING PROGRAM

Address: Stoneham High School
101 Central Street
Stoneham, MA 02180

Contact: Gale O'Toole

Telephone: (617) 438-0646

Services: Whenever possible a peer counselor is paired with a student from grades 5-9 and acts as a "big brother" or "big sister".

Training and Supervision: Peer counselors attend twelve, one and one-half hour classes that teach listening, reflection, support, and decision-making skills. They also attend periodic supervisory meetings with professional counselors.

Participants: Number of Participants:

- peer counselors-----10
- students served-----6
- adult support staff-----3

Population of School:

- student enrollment-----1,000

Age of Participants:

- peer counselors-----14-18 yrs.
- students served-----10-14 yrs.

Criteria for Participation:

Students are selected on the recommendation of guidance counselors, who also refer students to peer counselors.



SOCIAL COUNSELING
TO HELP IMPLEMENT CHANGE





MASSACHUSETTS DEPARTMENT OF EDUCATION STUDENT SERVICE CENTERS

Addresses: Boston Student Service Center
 31 St. James Avenue
 Boston, MA 02116
 Tel. (617) 727-7040

 Central Massachusetts Student Service Center
 Beaman Street, Route 140
 West Boylston, MA 01583
 Tel. (617) 835-6267

 Greater Boston Student Service Center
 54 Rindge Avenue Extension
 Cambridge, MA 02140
 Tel. (617) 547-7472

 Northeast Student Service Center
 219 North Street
 North Reading, MA 01864
 Tel. (617) 664-5723

 Southeast Student Service Center
 P.O. Box 29
 Middleboro, MA 02346
 Tel. (617) 947-3240

 Springfield Student Service Center
 155 Maple Street
 Springfield, MA 01105
 Tel. (413) 739-7271

Contact: Pam Chamberlain
 Boston Student Service Center

Telephone: (617) 727-7040

Services: Student staff offer personal counseling to
 students dissatisfied with school and pro-
 vide information on colleges, financial
 aid, student rights, and Massachusetts
 laws affecting students.

Training and
Supervision:

Student staff attend a three-day overnight training session during the summer and receive five, one-hour training sessions in the fall. Training covers laws affecting students and techniques for responding to requests for information and for planning and conducting workshops.

An adult advisor provides support to the student staff in weekly meetings and is available to meet with student staff whenever necessary.

Participants:

Number of Participants:

-student staff-----15 statewide
-students served-----2,400/year
-adult support staff-----6

Age of Participants:

-student staff-----15-20 yrs.
-students served-----all ages

Criteria for Participation:

Student staff are selected by other members of the student staff and the adult supervisor on the basis of interest and experience.

All students in the Commonwealth can be served by the program.

TUTORING AND PROVIDING INFORMATION

TO PREVENT

PERSONAL AND SOCIAL PROBLEMS





CASPAR ALCOHOL EDUCATION PROGRAM (SOMERVILLE)

Address: 226 Highland Ave.
Somerville, MA 02143

Contact: Ruth Davis and Joseph Travis

Telephone: (617) 623-2080

Services: Peer leaders provide information and individual work as needed in the areas of alcohol use and abuse, alcoholism, responsible decision-making and coping with alcoholism in the family.

Training and Supervision: Peer leaders attend twenty, two-hour training sessions on teaching skills, group dynamics, alcohol and alcoholism information, and referral skills. They attend weekly group sessions after school and have periodic individual meetings with adult advisors.

Participants: Number of Participants (per year):

- peer leaders-----16
- students served---150 directly
- 500 indirectly
- adult support advisors-----3

Age of Participants:

- peer leaders-----15-19 yrs.
- students served-----12-18 yrs.

Criteria for Participation:

All Somerville students are eligible to become peer leaders. Similarly, all students are eligible to see a peer leader.

GROUP LEADERSHIP ALCOHOL AWARENESS PROGRAM (ARLINGTON)

Address: Arlington High School
869 Massachusetts Ave.
Arlington, MA 02174

Contact: Vincent D'Antona

Telephone: (617) 646-1000

Services: Peer leaders co-lead weekly alcohol education groups for junior high school students.

Training and Supervision: Peer leaders attend ten, one-hour training classes to learn basic information about alcohol, decision-making skills, active listening skills, giving feedback, maintaining order in a group, and encouraging participation in group discussions.

Adult advisors meet with the peer leaders after each group session to review the session and offer suggestions.

Participants: Number of Participants:

- peer leaders-----100
- students served-----250
- adult support advisors-----2

Population of School:

- 2,000(Sr. High)
- 730(Jr. High)

Age of Participants:

- peer leaders-----17-18 yrs.
- students served---13-15 yrs.

Criteria for Participation:

Peer leaders must be juniors or seniors. Junior high school students are served by the program. In some schools, students must receive parental permission to participate.

DRUG AND ALCOHOL EDUCATION PROGRAM (WINCHESTER)

Address: Winchester High School
80 Skillings Road
Winchester, MA 01890

Contact: Thomas Walsh, Margaret Sullivan,
Joseph Cantillon, or Evender French, Jr.

Telephone: (617) 729-9303

Services: Peer teachers provide personal counseling on
drug and alcohol use and abuse.

Training and Supervision: Peer teachers attend thirteen, two hour training
classes. They are trained in techniques of
leading discussions in a non-judgmental fashion
and disseminating information on drugs and
alcohol.

The adult staff provide constant supportive
supervision as peer teachers develop lesson
plans.

Participants: Number of Participants:

- peer teachers-----40
- students served-----900
- adult support advisors-----5

Population of School:

- students enrolled-----1,200

Age of Participants:

- peer teachers-----17-19 yrs.
- students served-----15-16 yrs.
and 10-11 yrs.

Criteria for Participation:

Peer teachers must be juniors or seniors and are
selected on the basis of teacher recommendations.
Any student may see a peer teacher.

**PREVENTION AND EDUCATION PROGRAMS
(READING, STONEHAM, WAKEFIELD, MELROSE)**

Addresses:	Melrose High School 360 Lynn Fells Parkway Melrose, MA 02176 Reading Memorial High School 62 Oakland Rd. Reading, MA 01867 Stoneham High School 101 Central St. Stoneham, MA 02180 Wakefield Memorial High School 60 Farm St. Wakefield, MA 01880
Contact:	Dawn Carmen-Sibor 735 Inc. 81 Rove Street Melrose, MA 02176
Telephone:	(617) 662-8976
Services:	Peer leaders provide information and lead discussions on topics such as drugs, alcohol and smoking for 5th through 8th grade students in each of these four communities.
Training and Supervision:	Peer leaders attend between six and ten, two-hour training classes held after school throughout the year. Classes cover technique such as classroom management, group dynamics, and listening skills. On-going training and supervision is provided throughout the year.
Participants:	Number of Participants: -peer leaders-----40-50/per community -students served-550-1200/per community -adult support advisors---10 in 4 towns from 735 Inc.

Population of School:

-students enrolled--Melrose----1,503
--Reading----1,678
--Stoneham---1,153
--Wakefield--1,473

Age of Participants:

-peer leaders-----15-18 yrs.
-students served-----10-14 yrs.

Criteria for participation:

Peer leaders are recruited by teachers and from a class presentation on the program. They are selected on the basis of interest and a commitment to give their time to the program, to make up school work they miss, and to stop smoking cigarettes.

PROJECT PART-TIME (WEYMOUTH)

Address: Weymouth South High School
Pleasant Street
South Weymouth, MA 02190

Contact: Patricia Tollo

Telephone: (617) 337-7500 or 337-4500

Services: Weymouth high school students share their knowledge and love for a particular subject area such as astronomy, biology, carpentry, electronics, music, art, sports, leisure activities etc. with elementary students in a classroom setting during four, thirty-five minute sessions.

Academic and/or emotional support are provided upon request by teachers, principals, the program director, or interested elementary school students.

Often, Project Part-Time students continue a relationship with an elementary school student and thereby serve as a big brother or big-sister.

Training and Supervision:

Peer counselors attend twenty, forty-minute training classes to learn about relating to younger students and identifying students who need encouragement.

The adult advisor is available at any time to meet with and advise peer counselors. Speech therapists, psychologists and other specialists are also available to advise peer counselors whenever necessary.

Participants:

Number of Participants:

-peer counselors-----50
-students served-----2,100
 summer-1,500
-adult support advisors-----1

Population of School:

- student enrollment throughout the entire school system which is served by the program

Age of Participants:

- peer counselors-----15-18 yrs.
- students served-----4-10 yrs.

Criteria for Participation:

Peer counselors are selected on the basis of attendance, stability, dependability, and a strong interest in a particular subject. Students are served by peer counselors upon the request of a parent, member of the school staff or by the elementary school student who wishes to be matched to a peer counselor.



SECTION IV:

ANSWERS TO QUESTIONS OFTEN ASKED ABOUT PEER COUNSELING

What is a Peer Counselor?

A peer counselor is not a "problem solver", "shrink", "know-it-all", or "advice giver". He or she is not an office worker, runner, or assistant to the guidance counselor. A peer counselor is a young person who is trained to counsel other young people. In this guide we define counseling as helping people a) take control of and be responsible for their own lives, b) make decisions and solve personal problems for themselves, and c) work with others to solve school wide and social problems. The goal of counseling is to help people to have happy, healthy, and productive lives.

What Do Trained Peer Counselors Do?

Trained peer counselors can guide us in many ways. They can:

- help us figure out our class schedules;
- talk to us about post-high school plans;
- help new students adjust to the new school and community;
- provide information about:

- colleges,
- financial aid,
- careers,
- jobs,
- training programs,
- health issues (such as alcohol and drug use, nutrition, venereal diseases, and family planning),
- our rights and responsibilities as students and citizens; and

- lead discussion groups on topics such as:

- being a new student,
- coping with death,



- being the child of divorced parents,
- what to do after high school,
- physical and emotional handicaps,
- how to handle being in a non-traditional class,
- registering for the draft,
- responsible drinking,
- personal health care,
- marriage,
- pregnancy and family planning,
- child abuse,
- homosexuality, and
- personal relationships.

A peer counselor can be someone to talk with about a personal problem. If our situation is serious, a peer counselor can help us get in touch with a professional counselor or help us locate an agency through which we can get help. Peer counselors can also help us work together to solve school-wide and social problems. For instance, peer counselors can help us work together to reduce tension between different racial and ethnic groups in our schools, they can help us improve communication among all students, and between students and school staff.

Peer counselors may offer these services through discussion groups, counseling sessions, assemblies, information centers, hotlines, classroom activities, individual meetings, or workshops.

Why is it a Good Idea for Young People to Counsel Friends and Peers?

There are many reasons why young people should be trained to be peer counselors. First of all, we often have the desire and the ability to help, care for, and support others. A peer counseling program allows us to do this while becoming actively involved in the life of the school.

Second, there are many of us who rarely go to see our guidance counselor because we feel that adults--teachers, guidance counselors, administrators, parents --cannot understand us. A peer counselor is closer to us in age and is experiencing similar situations. We may therefore feel more comfortable talking with a peer counselor than we would with an adult. Peer counselors can offer us guidance information and a listening ear that we might not otherwise receive.

Third, peer counselors are available all day--in the classrooms, in the cafeteria, in the hallways, on the athletic field, on street corners, and in our neighborhoods. If we really need to talk to someone during the day or after school we can probably get to a peer counselor more easily than we can to a guidance counselor. Because of this, peer counselors can often help us deal with some

serious personal or school-wide problems before those problems intensify. In this way, certain crisis situations can be prevented.

Fourth, a peer counseling program develops a group of student leaders who know something about themselves and are aware of their own values, attitudes, and feelings. Peer counselors learn how to identify problems and how to go about solving them. They also learn how to listen and notice what other people are saying and feeling. They are therefore better able to communicate and get along with others. Through use of these skills, peer counselors can have a

large influence on our lives and can teach us how to solve problems, make decisions, understand ourselves better, and get along with others.

Lastly, a peer counseling program adds to the total number of services that the guidance staff can provide. When peer counselors help out in the many ways which they can, they are also helping the guidance counselors do their job and helping to free them up for more specialized work, such as administering tests, telling us the results and helping us to use the results to decide about our futures.



Will Young People Really Talk with a Peer Counselor About Personal Problems?

People we trust and can talk to about personal problems gain this trust and respect over a period of time.

When we first see a peer counselor we may be cautious and not open up quickly. After a while, the peer counselor may become a friend who takes the time to talk and listen to us and who cares about us. We may then begin to feel confident that what we discuss with him/her will not be shared with anyone else. Once this happens we may feel like talking with the peer counselor about personal matters.

Do Peer Counselors Receive Pay? Credit?

In some programs peer counselors are paid an hourly wage. In other programs peer counselors receive academic credit or a letter of recommendation which is placed in their school record. Generally, every program has some way of rewarding or recognizing peer counselors.

How are Adults Involved in a Peer Counseling Program?

Adults train peer counselors before they begin to counsel other young people, and they give further training while peer counselors are actively counseling. Adults also meet with groups of peer counselors on a regular basis to see how things are going, find out what further training or information the peer counselors need, and help and support the peer counselors in any other ways they can. Also, one or two adults may serve as program coordinators and take responsibility for scheduling and for keeping the program running smoothly.

Who can be Trained to Become a Peer Counselor?

Anyone who wishes to make a commitment to helping others can be trained as a peer counselor. You do not have to know much about counseling because these skills can be learned. However, it is important that you are willing to study and make a time commitment.

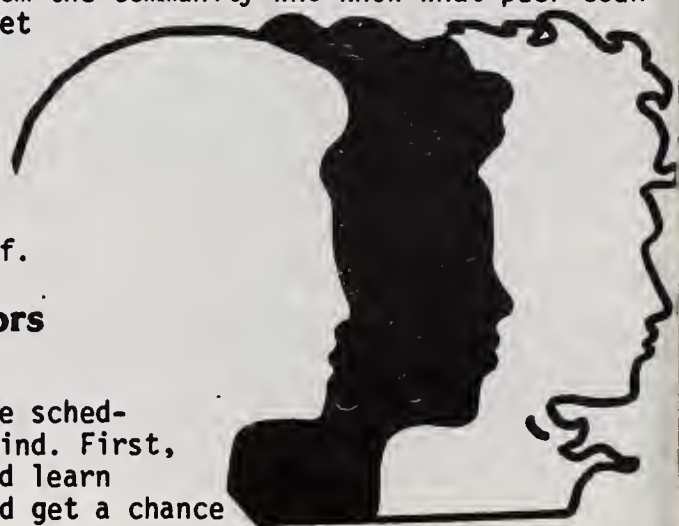
It is important that all types of students are encouraged to become peer counselors so that all young people in the school feel their group is participating in the program. Special efforts should be made to recruit a balance of males and females and of students from all of the major racial and ethnic groups in the school. It is also important to recruit students who are disabled, who speak more than one language and who do not usually become involved in school activities because these students may benefit the most from the peer counseling program. Also, by involving students from all of the various cliques in the school, everyone will have a stake in the program and work to make it a success.

Who Trains the Peer Counselors?

Peer counselor training is very, very important. It should be done by guidance counselors, social workers, school adjustment counselor or other professionals from the community who know what peer counseling is about and who get along well with young people. Adults and peer counselors who have already been trained can help these professionals work with new peer counselors and new adult staff.

When are Peer Counselors Trained?

Training classes should be scheduled with two things in mind. First, the peer counselors should learn some counseling theory and get a chance



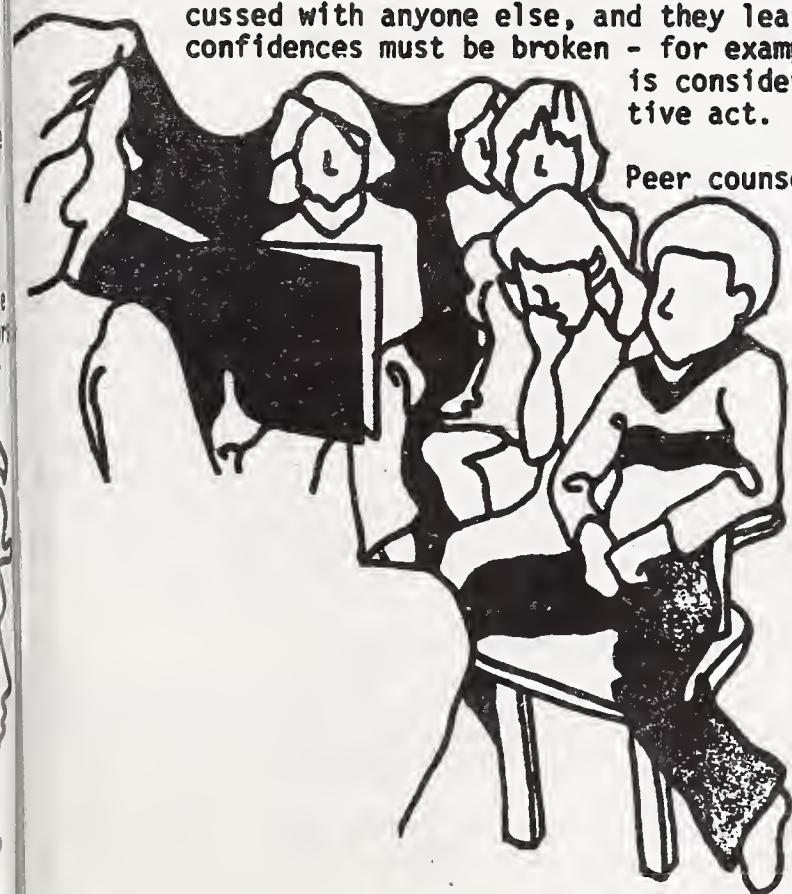
to practice counseling skills so that they are prepared for and feel comfortable with counseling others. Second, the peer counselors and the adults involved in the program should grow together as a group and feel a sense of group purpose and identity. Many peer counseling programs find that in order to reach these two goals peer counselors must receive between twenty-five and forty hours of training prior to actually counseling young people.

Training classes can be scheduled in different ways. They may be offered as credited courses to be attended by students interested in becoming peer counselors; they may be given through a weekend session followed by weekly classes until the training is completed; or they may be scheduled in other ways which better meet the needs of the school community.

What Do Peer Counselors Learn in Training Classes?

Peer counselors learn a great deal about themselves during training. They learn how to understand various types of feelings that people express through words and body movements, how to more effectively communicate their own thoughts and feelings to others, how to set goals for themselves, and how to help the people they counsel to do the same. They learn that what is discussed between a counselor

and a person being counseled is, as a rule, not to be discussed with anyone else, and they learn that sometimes confidences must be broken - for example, when a person is considering a self-destructive act.



Peer counselors learn about resources in the school community such as health clinics and job placement agencies which offer information and services to young people. They learn when and how to help others get in touch with these people and agencies, and how to follow-up these referrals to ensure that the young person has received the needed help. Lastly,

peer counselors learn how to solve problems and make decisions and how to teach these skills to individuals and groups.

Are Adult Advisors Trained?

Adult advisors and program coordinators should attend peer counselor training classes to learn about peer counseling and what they are expected to do in their roles. They should also work jointly with the peer counselors to decide the program's purpose and identity within the school community.

Can a Peer Counselor (or a school system) be held Responsible if Someone Involved in The Program Commits an Act which is Harmful To Himself or Others Or That is Considered A Criminal Violation?

To the best of our knowledge, there is no precedent for holding a peer counselor responsible for a harmful act committed by an individual involved in the program. Moreover, there are very few cases in which a professional counselor has been taken to court because a client committed an act that was harmful to himself, harmful to others, or considered to be a criminal violation. In these cases neither the professional counselor nor the school system has been held responsible for the actions of the client. Thus it is probable this would also hold true for a peer counselor.

What Expenses are Involved in Operating a Peer Counseling Program?

Most peer counseling programs operate with few expenses. By changing present staff responsibilities and by involving parents in the program, the role of program coordinator(s), adult advisors, and peer counselor trainer(s) can be filled without hiring new staff. Professional school counselors may acquire expertise on training peer counselors through a number of cost effective strategies. For instance, a number of school systems interested in starting a peer counseling program could plan inservice training with a peer counseling training consultant and share this expense. It might also be possible to pay this consultant through a staff development grant from the Commonwealth Inservice Training Institute.* Peer counselors are paid in some programs, but not in most. Instead, they may receive letters of recommendation and/or course credit. The last expense incurred by a program is for training materials. Programs report that the cost for these materials is less than \$100.00.

Do Peer Counseling Programs Really Work?

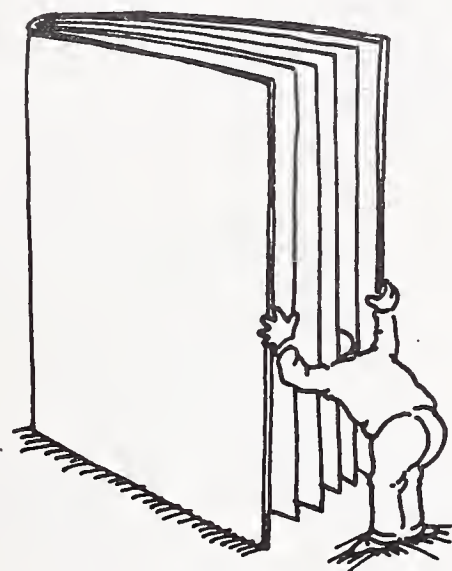
School personnel who have worked with peer counseling indicate that such programs help to make more guidance available to young people and school a friendlier place. They teach young people how to

*For more information about the Commonwealth Inservice Institute, contact your local regional education center, (inside back cover).

relate to others, deal directly with personal and social problems, make decisions for themselves and take control of their lives. Experience suggests that with support from adults in the school and community and as part of a larger community effort, a peer counseling program may even help reduce some of the school-wide and social problems, such as vandalism, discipline problems, teenage alcoholism, and racial-ethnic tensions in a school community.

Where Can I Find More Information About Peer Counseling?

For a list of interesting and informative materials about peer counseling turn to the next section.

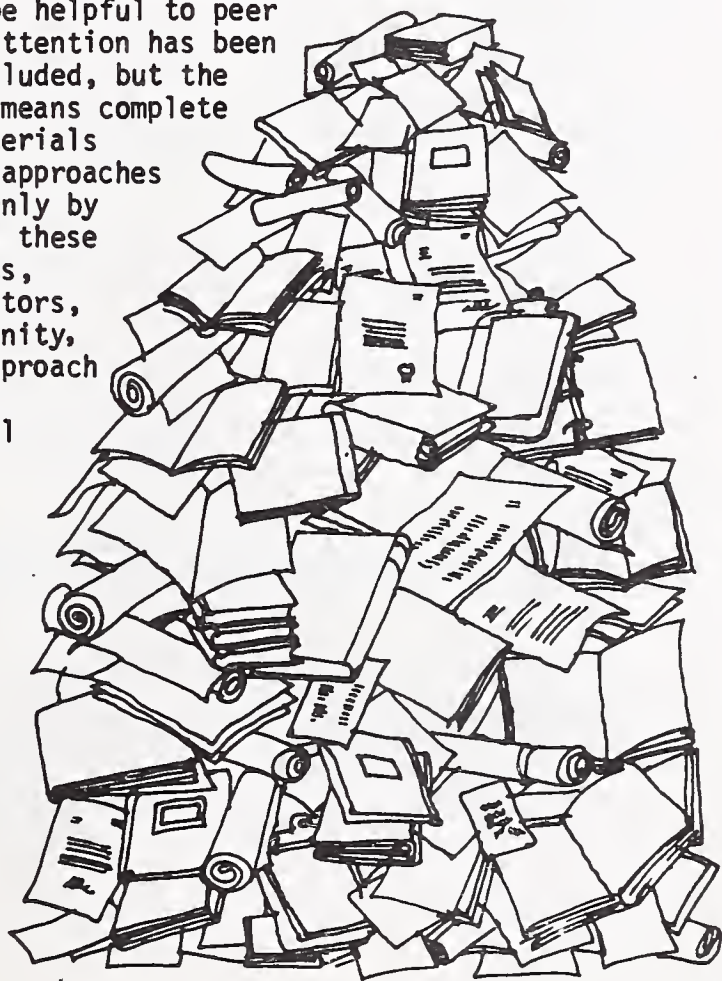




SECTION V: READINGS AND RESOURCES

This bibliography contains many books, reports and articles recommended by peer counselors, guidance counselors, and administrators in Massachusetts schools. These materials will help students who are thinking about becoming peer counselors, planning a program, or explaining peer counseling to school personnel, parents, community members, or other students.

Materials are divided into five sections. The first section contains materials that describe peer counseling programs. Section II consists of articles about studies of peer counseling programs. Materials in Section III focus on resources and techniques for training peer counselors. The fourth section contains more in-depth treatments of peer counseling, including training techniques. The fifth and final section includes background materials about counseling and psychology that will be helpful to peer counselors. Careful attention has been given to the items included, but the bibliography is by no means complete or comprehensive. Materials represent a number of approaches to peer counseling. Only by reading and discussing these resources with students, counselors, administrators, parents and your community, will you know which approach is best for you, your colleagues, your school and community.





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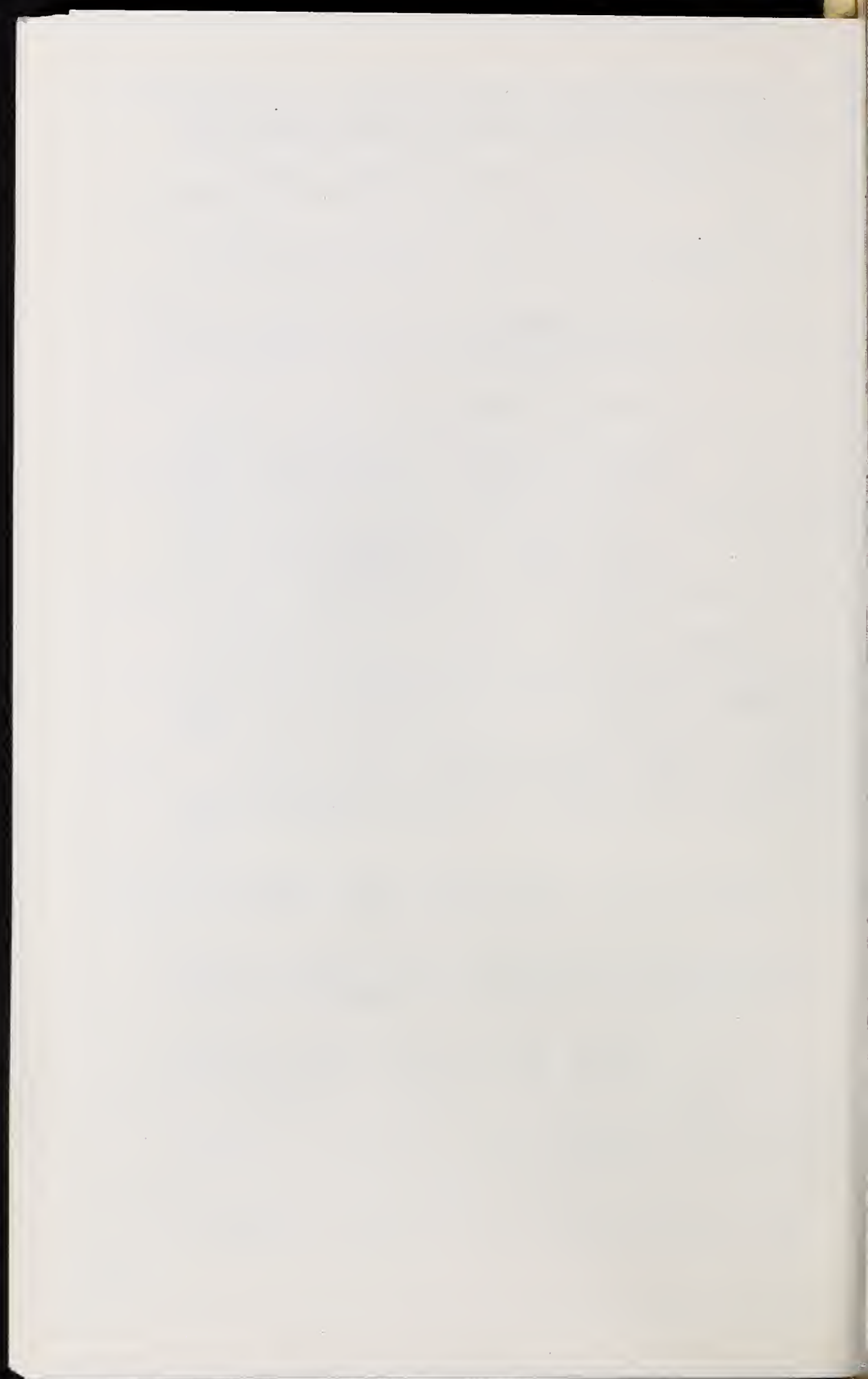
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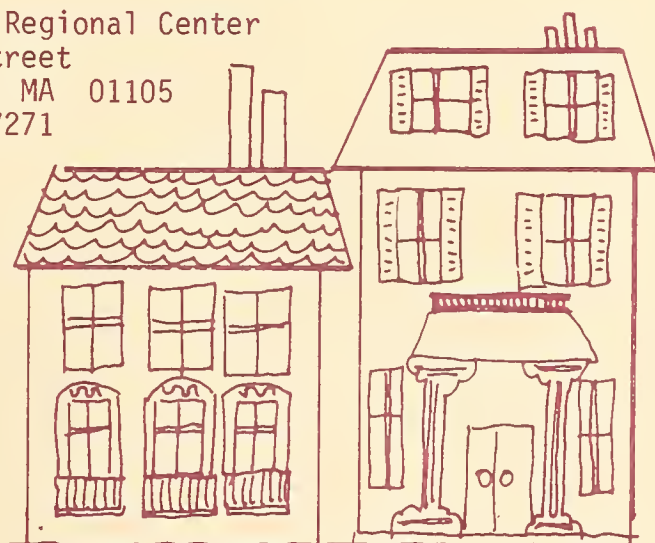
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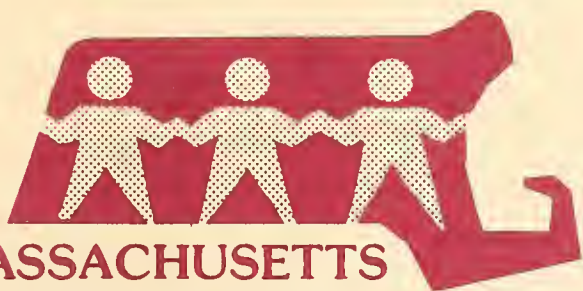
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I am proud of this group effort. I hope this booklet will be a step towards a coordination of health education resources and programs in Massachusetts.

Cheryl Haug

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Office of the Commissioner

The Commonwealth of Massachusetts

Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

November, 1982

Dear Colleagues:

Today, achieving and maintaining good health is a goal for most, if not all, individuals. The numerous issues, problems, and cures that hinder or promote a healthy mind and body are constantly in the news.

Research findings reinforce the simple fact that the prevention of today's health problems and concerns begins with health education, initiated at a young age. Although there are a variety of health education methods and curricula, qualified staff, careful planning, the use of outside resources, and community support are necessary requirements for an effective school health education program.

Massachusetts has a variety of public and private health education resources which I strongly encourage schools to discover and utilize. This publication has been developed by a group of individuals committed to the maintenance of effective school health education programs. It is my hope that this manual will not only assist schools in developing, modifying, evaluating, and/or enriching their health education programs but also be a vehicle for the development of good health practices for Massachusetts students and citizens.

Sincerely,

A handwritten signature in cursive script, reading "John H. Lawson".

John H. Lawson
Commissioner of Education

INTRODUCTION

The Massachusetts Board of Education has identified ten educational goals for the Commonwealth. The first of these goals is:

"Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny."

The Massachusetts Department of Education firmly believes that the capacity of any individual to achieve his/her potential depends upon a healthy body, a sound mind, and a positive self-concept.

It is the consensus of this committee that health education can dramatically influence the quality of life of the school age child. The statistics listed on the following page emphasize health concerns within this population. It is our belief that effective health education programs can ultimately have a positive influence on the family, the community and society as well.

A comprehensive school health program consists of a healthful school environment, school health services and health education.

This framework has been designed specifically to assist educators develop, revise, review and/or expand health education instruction in Massachusetts schools.

The Health Education
Publication Committee

NATIONAL & STATE STATISTICS

These national and state health statistics demonstrate areas of concern that professionals feel must be recognized and addressed through the educational process with the school setting:

- Obesity has become the number one form of malnutrition in the United States, with 16% of children under age 17 overweight.¹
- More than one in 10 teenage women in the United States gets pregnant each year, and the proportion is rising. If patterns do not change, four in 10 young women will get pregnant at least once in their teens.²
- Mothers 15 years and younger are 2 times more likely to have low birth weight babies than mothers in their 20's. Low birth weight babies are at high risk for mental and physical handicaps.³
- There has been a 35% increase in unmarried school age mothers between 1970 and 1980 in Massachusetts. Unwed teenage mothers are less likely to complete their education, get decent jobs, and avoid dependance on welfare.⁴
- Motor vehicle accidents are the primary cause of death for Massachusetts adolescents; of these, 60% show alcohol as a contributing factor.⁵
- Over 40% of all drivers involved in fatal car accidents in Massachusetts are under 25 years of age.⁶
- Sexually transmitted diseases are epidemic among teenagers with one in five high school students identified as having some form of the disease.⁷
- Illicit drug use remains extremely prevalent among American high school students. In the graduating class of 1981, two-thirds (66%) admitted to at least some illicit use of a drug.⁸
- In a 1980 survey, Massachusetts women 25-44 were found to have a smoking prevalence of which was significantly higher than the national average. Further, married women age 16-24 showed a very high smoking prevalence of 52%.

¹ Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention. U.S. Department of Health, Education and Welfare, 1979.

² Teenage Pregnancy: The Problem That Hasn't Gone Away. Allen Guttmacher Institute, New York, page 4.

³ IBID, page 29.

⁴ Current data from the Massachusetts Office for Vital Statistics.

⁵ Current data from Massachusetts Registry of Motor Vehicles.

⁶ IBID

⁷ Sexually Transmitted Disease Statistical Letter, National Center for Disease Control, 1980.

⁸ Student Drug Use in America: 1975-1981. National Institute of Drug Abuse.

⁹ "Patterns of Smoking Among Adults in Massachusetts," Craig A. Lambert and Susan E. Weiss Spencer, Massachusetts Department of Public Health, Division of Preventive Medicine, 1980.

SECTION I

SUMMARY OF HEALTH EDUCATION LAWS AND CERTIFICATION REQUIREMENTS FOR HEALTH EDUCATION

Clear goals and purposes, combined with trained staff are the foundation for program development. The mandates governing health education in Massachusetts schools contained in this section articulate the goals and purposes of health education in the Commonwealth. The new certification requirements reflect the sensitivities, skills, and competencies required of the health educator. Sample position descriptions further illustrate the varied roles today's health educator must play as she/he interacts with school personnel and community agencies to fulfill students' health needs. These laws constitute a useful framework from which program development should begin.

SUMMARY OF LAWS PERTAINING TO HEALTH EDUCATION

Massachusetts was one of the first states to require "instruction and training" in health education through Chapter 332 of the General Laws, enacted in 1885.

In 1974, Chapter 753 amended Chapter 71 of the General Laws by specifying the topics to be included in health instruction:

consumer health, ecology, community health, body structure and function, safety, nutrition, fitness and body dynamics, dental health, emotional development, and training in the administration of first aid, including cardiopulmonary resuscitation, physiology, hygiene, effects of alcoholic drinks and stimulants, tuberculosis and its prevention, detection and prevention of breast and uterine cancer, fire safety, prevention and treatment of burn injuries.

Despite this change, Chapter 753 remains a general law, and because this state has a long tradition of local autonomy, there is much variety in the health programs throughout the Commonwealth. (see Appendix A)

Aside from the general health mandate, there are other laws which can be utilized in implementing a health program (see Appendix A). Chapter 71, section 380, added in 1975, allows school committees to appoint a sex education advisory committee to advise on materials pertaining to sex education, if they so wish. The composition and meeting schedule of the committee are described in this section. Chapter 662 of the Acts of 1981 enables 30 parents of public school students to petition a school committee to add a course not included in the regular curriculum. Stipulations such as class size, time of request, the necessity of a two-thirds school committee vote and availability of staff are described. Chapter 111 insures that courses initiated through Chapter 215 are given the same credit for graduation as any other academic course.

Chapter 555 and 660 exempt individuals from civil liability. Chapter 555 pertains to individuals trained in cardiopulmonary resuscitation. Chapter 660 exempts teachers, principals and nurses for administering emergency first aid to or transportation of injured students. These two acts, therefore, make it easier for individuals to respond in an emergency situation and also help in the implementation of first aid and cardiopulmonary resuscitation programs for students and staff.

SUMMARY OF LAWS PERTAINING TO HEALTH EDUCATION

In 1885 Massachusetts was one of the first states to require "instruction and training" in health education. This requirement is now included in C. 71, s. 1, of the Massachusetts General Laws.

Chapter 753 of the Acts of 1974 amended Chapter 71, s. 1, by specifying the following to be included in health instruction:

consumer health, ecology, community health, body structure and function, safety, nutrition, fitness and body dynamics, dental health, emotional development, and training in the administration of first aid, including cardiopulmonary resuscitation, physiology, hygiene, effects of alcohol drinks and stimulants, tuberculosis and its prevention, detection and prevention of breast and uterine cancer, fire safety, prevention and treatment of burn injuries.

Despite this specificity of topics, C. 71, s.1, remains a general law. Because Massachusetts has a long tradition of local autonomy in curriculum matters, there is much variety in the health programs throughout the Commonwealth. (See Appendix A.)

Aside from the general health mandate, there are other laws which can be utilized in implementing a health program (see Appendix A). Chapter 71, s. 380, added in 1975 mandates that school committees appoint a sex education advisory committee to advise on materials pertaining to sex education, if the city or town accepts this section. The composition and meeting schedule of the committee are also described in this statute. Chapter 662 of the Acts of 1981, which is now codified as Chapter 71, s. 13, enables 30 parents of public high school students to petition a school committee to add a course not included in the regular curriculum. This statute provides additional requirements which include class size, time of request, the necessity of two-thirds school committee vote and availability of staff and further requires that courses so initiated are given the same credit for graduation as any other academic course.

There are two other statutes that exempt individuals from civil liability under certain circumstances. Chapter 555 of the Acts of 1977, which has been codified as C. 112, s. 12V, pertains to individuals trained in cardiopulmonary resuscitation. Chapter 660 of the Acts of 1973, which is codified as C. 71, s. 55A, exempts teachers, principals and nurses from liability from negligence for administering emergency first aid to or transportation of injured students. These two statutes, therefore, make it easier for individuals to respond in an emergency situation and also help in the implementation of first aid and cardiopulmonary resuscitation programs for students and staff.

CERTIFICATION OF HEALTH EDUCATION TEACHERS

Massachusetts began certifying teachers in 1951. With a few exemptions, from 1951-1956 teachers obtained "general" certificates for any teaching, support, or administrative position. Since that time, certification has become far more specialized. There are now over fifty separate certifications with more specialization of subject areas and separation into elementary and secondary levels.

Health education certification, K-12, began on September 1, 1956. Teachers could obtain certificates in health or a physical education/health certificate. There was no separate certification for physical education. Therefore, with few or no credits in actual health courses, physical educators could be certified in health and were often hired to teach both areas.

New certification requirements took effect in September, 1982. These new certification regulations are more comprehensive and concentrated in nature. Double certification in health/physical education will no longer be possible. Not only will these subjects be separated, but a decision to specialize in elementary (K-9) or secondary grades (5-12) is required.

Five common standards have been determined with specific standards for each certification area. Section 7.04 of the regulations governing the new teacher certification law (Chapter 847) specifies the general program standards and specific standards for each content area. The general standards and standards for health teachers are included in the following section.

All teachers presently certified and those whose application for certification are received before September 1, 1982, will be protected because all certificates issued or applied for under the old regulations will remain valid as usual. For information or applications on certification, contact:

Bureau of Teacher Preparation, Certification and
Placement
Massachusetts Department of Education
1385 Hancock Street, 1st floor
Quincy, Massachusetts 02169
(617) 770-7522

7.04 Individual Programs and Program Standards

(1) General. The standards listed in this section will be used to evaluate institutional programs as described in Section 7.03, individual programs as described below, and individual experience as described in Section 7.05. Applicants for certification who have not completed an approved institutional program and who are not applying through the alternative procedures described in Section 7.05, must submit to the Bureau proof of successful completion of the semester hour and other requirements listed below under the certificate sought. It is the responsibility of the candidate to establish to the satisfaction of the Bureau that the courses and other experiences submitted were appropriate to the development of the competencies specified under each of the standards. Courses counted towards one certificate may be counted towards additional certificates if they meet the standards, but practicums and internships will be counted towards one certificate only.

(2) Classroom Teacher. (Common Standards)

(a) Standard I. The effective teacher is knowledgeable in the field proposed for certification. The competencies required to meet this standard are listed under each classroom teaching certificate.

(b) Standard II. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. gives clear and concise explanations and directions
2. frames questions so as to encourage inquiry
3. uses appropriate metaphors, examples, and illustrations
4. makes the goals of teaching and learning clear to students
5. uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students
6. serves as an example of clear and effective oral and written communication
7. listens to students
8. communicates effectively with parents

(c) Standard III. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners and so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

1. understands the needs and interest of his or her students and designs or adapts the curriculum to meet these needs and interests
2. has clear goals for student learning
3. relates the elements of instruction sequentially to each other, to other fields of knowledge, to students' experiences, and to long-term goals
4. understands developmental psychology, and relationships between stages of growth
5. uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students, both individually and as a class
6. uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction

7. teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction
8. is aware of recent developments in teaching, particularly in his or her field(s) of knowledge
9. understands techniques of classroom management and how to maintain a sense of order in the classroom
10. makes effective use of appropriate resources in the community

(d) Standard IV. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

1. uses evaluative procedures appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students, and corrects for any ethnic, racial, or sexual bias in evaluation
2. interprets the results of evaluative procedures, and uses these results to improve instruction both for the class as a whole and for individual students
3. identifies problems in reading which inhibit learning and works toward remedying these problems
4. encourages the involvement of students in evaluation of instruction
5. evaluates his or her own role, behavior, and performance in the classroom

(e) Standard V. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

1. defends and encourages the exercise of students' rights to equal treatment and freedom of expression
2. responds to the needs of individual students so as to enhance their self-esteem
3. works toward a learning environment favorable to open inquiry and devoid of ridicule
4. encourages a positive atmosphere for all students, especially those with special needs
5. avoids and discourages racial, sexual, social, ethnic, religious, physical and other stereotypes
6. makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds

(29) Teachers of Health (K-9) (5-12)

(a) Requirements

1. completion of 36 semester hours of course work in health as defined under Standard I, below
2. completion of a pre-practicum consisting of 21 semester hours of course work and other experiences as defined in common Standards II - V (7.04 (2) (b) - (e))
3. completion of a practicum judged successful on the basis of Standards I - V

(b) Standard I. The effective teacher of health knows:

1. the field of health in general, including physical and mental health; anatomy, physiology, and human sexuality; foods and nutrition; diseases; drugs; first aid and safety
2. methods of research and experimentation in health
3. relationships between health and other fields of knowledge

Sample job descriptions for health instructors and health coordinator/supervisors are included for reference purposes only.

Health Instructor

To work under the direct supervision of the health supervisor. He/she will be responsible for teaching the health curriculum and working on a regular basis to improve, update and evaluate the efficacy of the health curriculum. This candidate must be able to relate well with students and provide a good role model.

Minimum requirements: Preferably teaching experience, at least a B.S. in Health Education. To be certified as a health teacher. This teacher must be able to relate well with parents and students. Be willing to be involved with outside agencies in health-related fields.

DUTIES:

1. To teach health education.
2. To assist the supervisor in development of relevant health programs in school and the community.
3. To be a member of some local health agencies or committees.
4. To work closely to improve, revise, and evaluate the health curriculum.
5. To work as a health resource person within their schools.
6. To identify health needs within the school and make recommendations to the supervisor.

Health Coordinator/Supervisor K-12

The supervisor of grades K-12 will work under the direct supervision of the superintendent of schools or his/her specific representative. He/she will be responsible for planning, implementing, evaluating, hiring and revising a comprehensive, sequential, multi-media health education program. This teaching specialist should have the background and potential for long-range leadership in all areas of health education.

Minimum requirements: Teaching experience, a masters degree in health education, and certification to teach and supervise health. Preferably some experience in coordinating and developing curriculum. Candidates must be able to demonstrate a sensitivity to the mental, physical, and social well-being of individuals. This person should have the ability to communicate well with various community groups and individuals and with members of the student body and professional

staff. The supervisor will insure that there is a health education advisory council. Such a council will act as a source of support as well as perspective concerning the health program. The supervisor will work with the health education advisory committee to foster the concept of health instruction as a process. The health instruction process provides students with a variety of learning experiences which will enable them to understand and make choices that affect the well-being of themselves and others.

DUTIES:

1. To act as a facilitator or teaching specialist to organize workshops and in-service courses for teachers and parents in the community. Some examples are drug abuse, CPR, breast cancer, and hypertension screening.
2. To coordinate the school program with other health services and resources available in the community, local area, or professional people in the community.
3. To develop and continuously update long-range plans for curriculum improvement.
4. To evaluate on a regular basis the efficacy of the health curriculum.
5. To participate in the evaluation of personnel teaching the health curriculum.
6. To set up a comprehensive, sequential, multi-media health education program, K-12.
7. To develop an integrated elementary health education program.
8. To evaluate the impact of changes in a program and the response of a community.
9. To keep in touch with the needs of students and community so as to change or improve the curriculum to better meet those needs.
10. To prevent any duplication of effort and be responsible for the health education of all students.
11. To be responsible for knowing about laws or mandated programs pertaining to health.
Example: mandated breast cancer programs for high school students and CPR.
12. To develop, submit, and be responsible for a yearly budget.
13. To make periodic presentations to the school committee (upon their request) about the status of the program as well as recommendations for future changes and plans.
14. To serve as the school department representative on the community health committee, to make sure the community has input into the program
15. To work as a health resources person within the schools.

SECTION II

PROGRAM DEVELOPMENT AND EVALUATION

Every day the news media presents new findings and reports about health hazards and remedies and diet and exercise plans. Yet developing and maintaining sound health habits begins early in life and involves constant choices about foods, lifestyle, exercise and diet. Schools share the responsibility for instilling in their students a respect for their bodies by promoting behavior and attitudes that will contribute to a responsible, healthful life.

This section is designed to assist practitioners design, revise and expand their health education program either in an individual school or across the district. Materials included outline steps in program planning and development; present major program content areas; suggest a variety of strategies for involving parents, students, and community agencies; and review various curriculum approaches and sequences. The critical importance of needs assessment and program evaluation in program development is stressed.

GOALS AND OBJECTIVES OF SCHOOL HEALTH EDUCATION

Helping students acquire the knowledge, skills and attitudes that promote healthful behaviors is the goal of a health education program. To achieve this goal there should be organized and systematic learning experiences for students based on expected learning outcomes. Within a comprehensive health education program, the student should:

- accept responsibility for his/her own health
- develop the decision-making, problem-solving, communication and inter-personal skills necessary to meet his/her needs in a positive way
- understand the relationship between personal health and the quality of life
- know how to use available health resources and services
- be skilled in basic emergency procedures
- act as a skillful health consumer
- recognize the health problems of select groups within the American population
- understand the major personal and public health problems
- know the relationship between health and the major body structures and functions

A planned health education curriculum will achieve these learning outcomes. Moreover, regular review and revision of the health education curriculum ensures that changing local needs are addressed.

PLANNING A SCHOOL HEALTH EDUCATION PROGRAM

Comprehensive health education has been the beneficiary of renewed interest at both the national and state levels. In part, this is the result of the escalating costs associated with treating health problems related to contemporary life styles. One recent study suggested that as much as one-half of the mortality in the United States was due to unhealthy behavior.¹

¹ Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention. U. S. Department of Health, Education and Welfare, 1979, p. 9.

To prevent these life style health problems, each individual must assume personal responsibility for his/her health. Knowles asserts, "The next major advances in the health of the American people will be determined by what the individual is willing to do for himself and for the society at large." ²

Health education can help to prepare people to take greater responsibility for their own health. Through a comprehensive health education program, individuals acquire the information, skills, and values for making responsible decisions about their personal health.³ School health education has the advantage of being an untapped resource with a high payoff.⁴

Planning a comprehensive school health education program requires active, experienced leadership. The health coordinator should:

- establish a community advisory group to help in the planning process
- conduct a systematic needs assessment to determine local education needs (see Appendices B-E for sample needs assessments)
- organize the human and material resources necessary for program planning, development, and implementation
- provide for teacher training and inservice education for other school personnel
- serve as a liaison between community groups and the professional staff
- assist in the development of program evaluation instruments

² Knowles, John (ed.). Doing Better and Feeling Worse. New York: W. W. Norton and Company, Inc., 1977, p. 78.

³ "Toward a Policy on Health Education and Public Health, A Position Paper," Adopted by the Governing Council of the American Public Health Association, November 2, 1977, Washington, D. C., p. 2.

⁴ Green, Lawrence. Determining the Impact and Effectiveness of Health Education as it Relates to Federal Policy. John Hopkins University, School of Hygiene and Public Health, April, 1975, p. 51.

- develop community resources to complement and supplement the classroom program⁵

The most important element in developing a top-quality viable health education program is a teaching staff that is interested in and professionally prepared to teach health education. Ideally, the health education program should be a separate curriculum offering in the secondary school. At the elementary level, health education should be made a part of the total school program. There should be sufficient planning and organization to provide for adequate coverage of health concepts and topics.

A comprehensive school health education program should include but not be limited to ten recommended content areas.⁶ A description of each follows:

- (1) Personal Health
Physical fitness and lifetime physical activities, cardiovascular health, sleep, rest, relaxation, recreation, growth and development, nutrition, oral health, vision and hearing, prevention and control of disease, safety, body systems and their functions, aging, coping with death and dying.
- (2) Mental and Emotional Health
Positive self-concept, personality, emotional stability, responsibility, motivation, independence, mental disorders, coping with stress, mental health services.
- (3) Prevention and Control of Disease
Contributions of early scientists and causes of disease, preventive measures, chronic disease, degenerative disease, communicable disease, immunization, personal health practices, and community efforts.
- (4) Nutrition
Food choices, elements in food that contribute to good nutrition, factors influencing choices, individual nutritional requirements, food groups and nutrients, food sources, weight control, effects of nutrition on growth and activity, nutritional challenges, food preparation and protection, consumer protection.
- (5) Substance Use and Abuse
Personal goals, individual responsibility, substances beneficial to mankind, classification of substances and their effects on the body, implications of use of substances, how habits are formed and influence health, use and misuse of tobacco, alcohol and other drugs, treatment and rehabilitation programs, respect for self and others.

⁵ Adapted from "Recommendations for School Health Education: A Handbook for State Policy Makers," Education Improvement Center, Education Commission of the States, Denver, Colorado, March 1981, p. 18.

⁶ Adapted from Guidelines for Improving School Education K-12, Ohio Department of Education, 1980, pp. 31-32.

- (6) Accident Prevention and Safety
Attitudes toward safety, causes of accidents, home and school safety, traffic (auto, bicycle, school bus) safety, fire prevention, survival education, environmental hazards, accident prevention - potential hazards, first aid and emergency health care safety personnel, resources and agencies, individual safety precautions, recreational safety, occupational safety, safety rules, laws, regulations, legislation.
- (7) Community Health
Individual responsibility, healthful school, home, community environment, community health resources and facilities, official and non-official health agencies, health service careers, pollution control (clean air and water), occupational environments, safety hazards and natural disasters, community involvement - a shared responsibility (health planning).
- (8) Consumer Health
Individual responsibility, propaganda in advertising, social and economic factors, laws for consumer protection (food labeling), protection agencies, health agencies and organizations, health insurance, selection of medical services, quackery, reliable sources of health information, evaluating health products and services, use of trained medical personnel.
- (9) Environmental Health
Environmental pollution, effect of environment on health (radiation, pollution), environmental protection agencies, population density, world health.
- (10) Family Life Education⁷
Family composition and roles, life cycles (human growth and development), the reproductive process, heredity, marriage, selecting a compatible life partner, family relationships, parenting.

Developing a Health Education Curriculum

As the development of the health program begins, selection of the approach to be used is important for both the current program being developed and programs that will evolve in the future. To determine the approach to be followed, the coordinator must assess his/her own personal philosophy and the philosophy of the school district.

Dalis and others discuss two common approaches to curriculum development and program instruction in health, the crisis or crash approach and the comprehensive school health education approach. The type of approach chosen will help determine the current and future effectiveness of the health instruction for the students.⁸

⁷ Including family life education in a comprehensive school health program is a decision that must be made at a local level.

⁸ Dalis, Gus. T.; Eisen, Norman B.; and McPhee, William N. Strategies for Coordinators. Beverly Hills: MacMillan Educational Series, 1977, pp.7-14.

In the crisis approach, a program is developed in response to a current health "crisis" that is most often in the view of the public. But because of fluctuating health needs, it is difficult to determine a total health curriculum. In recent years drugs and alcohol have been the controversial issues and emphasis of programs that were crisis in nature was solely on these topics.

The major shortcoming of crisis-oriented programs is that there is little or no concern for the future health needs of the students. Parents and educators who are concerned about the welfare of their children must recognize that all health-related topics are important to their children. An emphasis on one or two issues will only shortchange the child in the future.

The comprehensive school health education program, however, consists of

*a health education program, comprehensive in nature (K-12), based on progression, developmental levels and the age characteristics of the learner, established in an organized framework to meet the health needs, interest, and problems of school aged children as well as preparing them for their roles as parents and citizens.*⁹

A comprehensive program is highly organized and coordinated among and between grade levels. It is based upon the current needs, interests, and abilities of the school aged children for which it was developed. In addition to being complete in approach, the program prepares students for their future roles as members of society. A comprehensive program approach requires more effort, time and organization to implement, but the benefits outweigh the effort.

After determining the approach, school board and administrative support for the program must be obtained. At this stage gaining support is a relatively simple process if the coordinator has been specifically hired to develop a program.

At this point it is important to clarify the role, function, and duties of the school health education coordinator so that the coordinator and the administration and school board all agree upon his/her responsibilities. Other important items to consider at this time include securing adequate fiscal support for the program. Establishing a plan for continuous

⁹ Ibid., p. 51.

feedback will ensure that administrators and the school board will be informed periodically about the programs.

The duties and expertise needed in developing and implementing a comprehensive health education curriculum are too great for any one person. The coordinator must identify individuals and agencies to assist in program development. One way of enlisting support and assistance is to establish one or more advisory committees. This teamwork approach is fundamental to a successful school health education program.

Committees can perform many duties in the curriculum development process. They can assist in conducting surveys, questionnaires, and interviews; they can study content, scope, and sequence; review films, textbooks, and other materials; they can discuss controversial areas and be utilized as a sounding board for ideas. Committees also provide a source of involvement and input into program development. If well selected, committee members can establish community support for the program.

Committees also have a major disadvantage because they tend to slow down the curriculum development process. Careful leadership is often required since some committees and/or committee members may try to manipulate a committee and in the process distract it from its assigned roles.

When establishing committees, a health education coordinator should:

- (1) Decide on a workable number for effectiveness. If committees get too large, they lose their effectiveness.
- (2) Clearly define the role and the function of the committee in writing.
- (3) Select representatives from various groups (e.g., students, parents, community at large, community health agencies, clergy, administration, and teachers) which reflect the views needed to accomplish the duties assigned to the committee.
- (4) Utilize the interests and strengths of the committee members most effectively.
- (5) Establish a means of effective communication for the committee so that its members feel they are an important part of the curriculum development process by their

understanding of what is taking place in the program's development.¹⁰

Table 1, page 17 identifies major sources of support during the planning, implementation, and evaluation stages of the proposal.

Assessing the Current Status and Needs in Health Instruction

An assessment of the current state of the health education program in the schools is an important step in program development. This is accomplished by examining course outlines and curriculum guides in the school or district, and by directly interviewing or surveying teachers and students. Appendix D contains a sample student health education survey.

Assessing program needs and comparing them with the current offerings provides excellent data for program development. In this sense, the needs assessment is really a statement of community or school goals and objectives. Surveying the program needs of any or all of the following groups is a good step toward building a sound foundation for developing or revising the health education program:

- (1) School Administrators or School Health Personnel
The needs of school personnel, as expressed in the curriculum and policies of the school should be identified since these individuals are responsible for the program;
- (2) Parents or Community Groups
The concern and support of parents and community decision-makers is critically important, particularly when the acceptance of the program by divergent groups is a major concern, or if funding is sought;
- (3) Program Participants
Assessing the needs of students enables program developers to verify that perceived needs do, in fact, exist. This can be done by developing a list of health topics from a student survey. (see Appendix D)

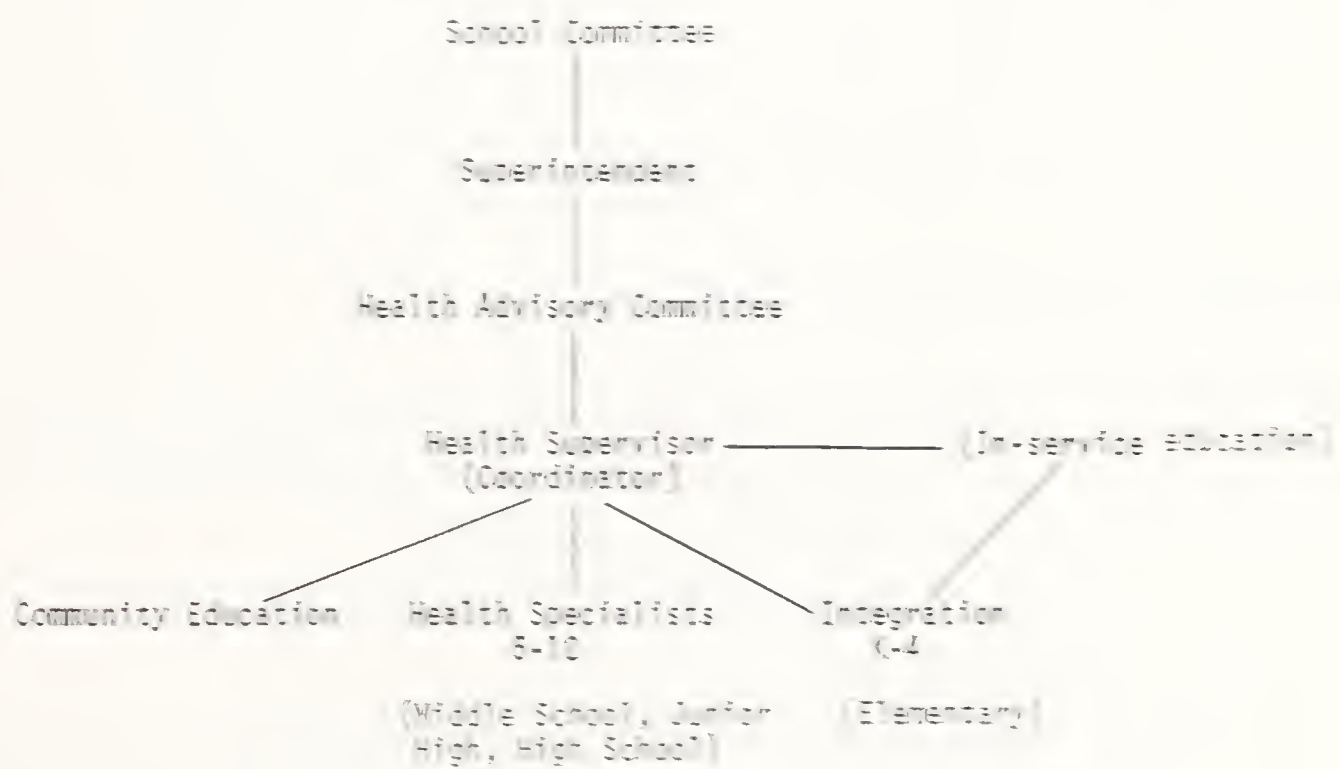
These approaches provide information that can be used to prevent duplication, identify in-service needs, coordinate the health background of all students, and assist in developing or revising the health program.

The next phase in program development is establishing clearly defined goals and priorities. Simply stated, the general goal of the health education program at this stage

¹⁰ Ibid., p. 54.

Table 1

Power Structure
in Planning Process:
Suggested Organizing Flow Chart



of the developmental process is a brief statement of what one hopes to accomplish. Sample goals might include:

to have a functional junior high school health education class implemented in the school district within two years or to expand the present health curriculum to a comprehensive K-12 program that will be operational within four years, or to develop and implement a ninth grade health education class.

The most important outcome at this stage of development is a clear and concise formulation of the goal, coupled with a target date for completion. Breaking the main goal into sub-goals will help achieve the overall goal of the program. After listing sub-goals and putting them in order of progression, the next step involves listing activities and duties that must be performed, sequencing them for completion. Lastly, activities should be placed in some form of time schedule (see Table 2, page 20).

Justification of Health Education in the Curriculum

At this stage of development, statements justifying health education programs are important. Documentation of the need and importance of the program are necessary. There are many areas that can be researched to establish support.

A copy of the statutory requirements for health education will provide strong support for the program. (See Appendix A.)

Professional documentation supporting health and health instruction in the schools should be used. This documentation, with proper footnoting and bibliography, should describe past and recent positions various professional organizations, committees, groups, or influential individuals have taken on health education. The National Educational Association (NEA), the National Congress of Parents and Teachers (PTA or PTO), Department of Education (ED.), Department of Human Services (DHS), American Medical Association (AMA), American Dental Association (ADA), American Association of Health, Physical Education and Recreation (AAHPER), American School Health Education Association, and others have made such statements. Many influential individuals have also made statements concerning health, health instruction, and comprehensive health instruction in the schools. Once collected, the justification statements should be written in paragraph form. This section should be organized into a relatively short,

two- or three-page manner and should include the most influential and well-stated support statements available.

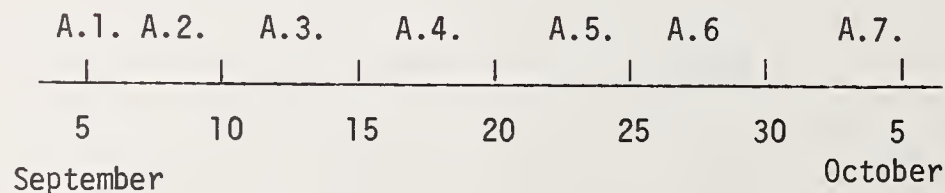
Additional support can be obtained locally from influential groups such as the local PTA or PTO, county or state medical groups, auxiliary groups, and health agencies and individuals who are influential and respected, such as doctors, dentists, clergy, or county health officials.

Utilizing statistics concerning health-related problems, habits, and attitudes is also very important. These can be obtained via local surveys or through local, county, state and national health agencies.

Table 2

Steps for Completion
of Program Goals

- I. Goal: develop and implement a ninth-grade health education class.
- II. Time: twelve months from now.
- II. Sub-goals (the following list contains only a sample):
 - A. Establish a health education advisory committee.
 - B. Clarify health education and write a program philosophy.
 - C. Develop program support among the school faculty, administration, school board, etc.
- IV. Activities to be carried out to accomplish each sub-goal:
 - A. Sub-goal A: Establish a health education advisory committee
 - 1. Draw up committee's function
 - 2. Talk to principal and others to seek out committee members
 - 3. Talk to friends, local organizations, etc., to seek out interested people to serve on the committee
 - 4. Find interested people to serve on the committee
 - 5. Select eight members from recommended names
 - 6. Contact each to see if he or she will serve on committee
 - 7. Meet with the committee
- V. Proper sequence of activities on time line:



SCOPE AND SEQUENCE OF HEALTH EDUCATION PROGRAMS

With the increasing incidence of health problems today, a comprehensive sequential health instruction program not only saves valuable curriculum time, but assures that all topics will be a part of a long-range, on-going program with complete and detailed consideration at the appropriate grade level.

The Beverly Public Schools Health Education and Social Concerns Committee developed a guide to assess this need. It is organized under the four major areas of health (Table 3, page 22)

- Physical Health
- Mental and Social Health
- Consumer and Environmental Health
- Safe Living

These four areas encompass the essential qualities of well-being which enable the student to live effectively and enjoyably. Within these four areas, the guide outlines current critical areas of health such as drug information, consumer health, preventing disease and arresting disorders, avoiding accidents, techniques for maintaining healthy teeth, methods of controlling earth pollutants, interpersonal relations, making wise decisions when buying and eating foods, and other vital areas.

The concept of total health education is education for living. In essence the overall goal is helping the individual maintain a healthful being of sound body and mind, interact maturely and responsibly with every aspect of his environment, and make prudent decisions that benefit himself and society. The concepts and learning experiences in this guide attempt to lay the foundation for better total health.

The guide recognizes that the teacher is uniquely suited to the task of encouraging youth to develop ways to manage themselves physically, mentally, socially, and culturally in their environment.

Another example of an organization of health education programs is the New York State Department of Education's Health Education Curriculum. (Table 4, page 23) In this model health topics are organized into five strands and grouped under the three components of the health education process: knowledge, attitudes and behavior.

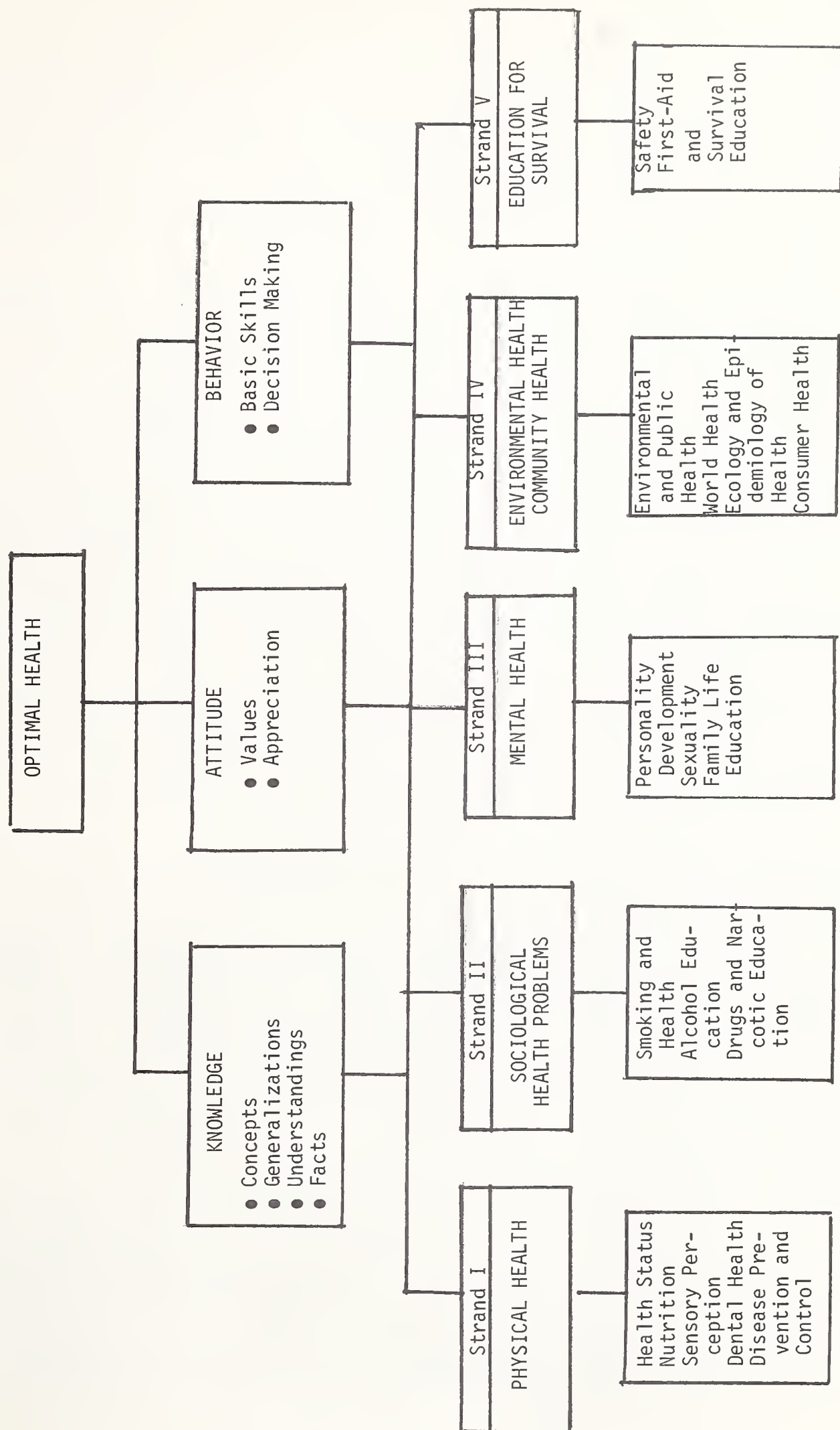
TABLE 3

BEVERLY HEALTH CURRICULUM *

Emphasis according to grade level	Scope and Sequence												Major Emphasis		
													xxx	xx	x
													Major	Moderate	Attention
													Incidental reference or some attention		
K	1	2	3	4	5	6	7	8	9	10	11	12			
PHYSICAL HEALTH															
Body structure and function	xx	x	xx	xx	xxx	x	xxx	x	xxx	x	x	x	x		
Cleanliness and Appearance	xxx	xxx	x	xx	x	xx	xxx	x	xxx	x	x	x	x		
Dental Health	x	xx	x	x	x	xx	xxx	x	x	xxx	x	x	x		
Diseases and Disorders	x	x	xxx	xxx	xx	x	x	xxx	x	x	xxx	x	x		
Fitness and Body Dynamics	xx	x	x	x	x	xxx	xx	xx	xxx	xx	xx	xx	xx		
Nutrition	xx	xx	xxx	xx	xx	xx	x	x	xx	x	x	x	xx		
Sensory Perception	xxx	x	xx	xxx	x	x	x	x	x	xxx	x	x	x		
Sleep, Rest and Relaxation	x	xxx	x	x	xxx	x	x	xxx	x	xxx	x	x	x		
MENTAL AND SOCIAL HEALTH															
Emotional Development	xx	x	xxx	xx	xxx	xxx	xx	xx	xx	xx	xx	xx	x		
Alcohol	x	x	xx	xx	xxx	xxx	xxx	x	x	xxx	x	x	x		
Tobacco	x	x	xx	xxx	xx	xxx	xxx	x	x	xxx	x	x	x		
Drugs	x	xx	xx	xx	xx	xxx	xxx	x	x	xxx	x	x	x		
Family Living	x	xx	xxx	xx	xx	x	xxx	x	x	xx	xx	xx	xxx		
CONSUMER AND ENVIRONMENTAL HEALTH															
Community Health	x	xx	x	xx	xx	x	x	xxx	x	x	xxx	x	x		
Consumer Health	x	x	xx	x	x	xxx	x	xxx	x	x	x	xxx	xxx		
Ecology	x	x	xxx	x	xxx	x	x	xxx	xx	x	xxx	x	x		
Health Careers	x	x	x	x	x	xxx	x	xxx	x	xxx	x	x	x		
SAFE LIVING															
First Aid and Emergency Procedures	x	xxx	x	xxx	xx	x	xxx	x	xx	x	xxx	x	x		
Safety	xxx	xx	xxx	xx	x	xx	x	x	x	x	x	x	xxx		

* Beverly Public Schools, Beverly, Massachusetts 01915

TABLE 4*



* From "New York State Department of Education Health Education Curriculum;" The University of the State of New York, the State Education Department, Bureau of Secondary Curriculum Development, Albany, New York 12224

Program Evaluation

To the layperson, or to anyone without special training, the phrase "program evaluation" can often be intimidating. In reality, evaluating a program is simply a case of determining if the program is doing what it set out to do. Information derived from an evaluation is then used to revise, expand or discontinue a program, or to explain or analyze what the program accomplished.

There are two types of program evaluations. A formative evaluation is conducted while the program is in operation and helps the program determine whether any modifications are needed to accomplish project goals. Information collected about the program helps determine improvements and/or changes. A detailed report outlines how and when changes are to be made. A summative evaluation is conducted after the program is completed and assesses the total impact of the program, or, simply, did the program accomplish what it set out to do? This type of evaluation examines program outcomes and is often used to make comparisons with other programs to determine whether or not the program should be abandoned, expanded, or modified.

Both formative and summative evaluations use similar procedures, techniques, and methods. This section will outline the major aspects of program evaluations to assist program directors and teachers formulate an evaluation process that best fits their needs or interests.

The words "pre- and post-tests" are often heard in relation to program evaluation. Quite simply, tests or assessments conducted before the program activity begins are called pre-tests. A pre-test might select program participants; check assumptions about the program; or, most importantly, obtain baseline data about the participants themselves. In general, pre-test data provides information about how things were before the program began and is used to compare against data collected after the program is completed. This comparison then points to gains (or losses) made as a result of the "intervention" or program.

A post-test, conducted after the program is completed, provides data that measures the results or impact of the program. The same pre- and post-test instrument or method should be used to assure equitable comparisons.

¹¹ Morris, Lynn L. and Fitz-Gibbon, Carol T. Program Evaluation Kit: Evaluator's Handbook. Beverly Hills, CA: Sage Publications, 1978, p.8-9.

In general, knowledge, attitudes, and behavior are the basic types of information gathered or collected through pre- or post-tests. Factual information about behavior or level of knowledge are considered cognitive objectives, whereas, information about attitudes, beliefs and values are affective objectives. Certain collection methods are more suitable for obtaining affective or cognitive data.

No matter how sophisticated or simple a program evaluation is designed and implemented, it will, no doubt, use one or more of the following methods to collect data. These are:

- (1) Examining records such as test scores, report cards, medical charts or other factual data
- (2) Conducting on-site observations or interviews
- (3) Administering self-reporting measures such as questionnaires or surveys

The advantages and disadvantages of each method are summarized below. ¹²

	<u>Advantages</u>	<u>Disadvantages</u>
<u>Record Inspection</u>	<ul style="list-style-type: none"> • Records kept for purposes other than the program evaluation can be a source of data gathered without additional demands on people's time and energies. • Records are often viewed as objective and therefore credible. • Records set down events at the time of occurrence rather than in retrospect. This also increases credibility. 	<ul style="list-style-type: none"> • Records may be incomplete. • The process of examining them and extracting relevant information can be time-consuming. • There may be ethical or legal constraints involved in the examination of certain kinds of records--counselor files for example. • Asking people to keep records specifically for the program evaluation may be seen as burdensome.
<u>Observations</u>	<ul style="list-style-type: none"> • Observations can be highly credible when seen as the report of what actually took place presented by disinterested outsider(s). • Observers provide a point of view different from that of people most closely connected with the program. 	<ul style="list-style-type: none"> • The presence of observers may alter what takes place. • Time is needed to develop the observation instrument and train observers if the observation is highly prescribed. • It is necessary to locate credible observers if the observation is not carefully controlled. • Time is needed to conduct sufficient numbers of observations. • There are usually scheduling problems.

¹²Morris, Lynn L. and Fitz-Gibbon, Carol T. Program Evaluation Kit: How Measure Program Implementation. Beverly Hills, CA: Sage Publications, 1978, p.54-55.

	<u>Advantages</u>	<u>Disadvantages</u>
<u>Questionnaires</u>	<ul style="list-style-type: none"> • Questionnaires provide the answers to a variety of questions. • They can be answered anonymously. • They allow the respondent time to think before responding. • They can be given to many people, at distant sites, simultaneously. • They can be mailed. • They impose uniformity on the information obtained by asking all respondents the same things, e.g., asking teachers to supply the names of all math games used in class throughout the semester. 	<ul style="list-style-type: none"> • They do not provide the flexibility of interviews. • People are often better able to express themselves orally than in writing. • Persuading people to complete and return questionnaires is sometimes difficult.
<u>Interviews</u>	<ul style="list-style-type: none"> • Interviews can be used to obtain information from people who cannot read and from non-native speakers who might have difficulties with the wording of written questions. • Interviews permit flexibility. They allow the interviewer to pursue unanticipated lines of inquiry. 	<ul style="list-style-type: none"> • Interviewing is time-consuming • Sometimes an interviewer can unduly influence the responses of the interviewee.

Once the desired information has been collected, it must be analyzed. This entails the following four tasks: ¹³

- choosing the method of analysis
- editing and coding the data
- analyzing the data
- reporting the conclusions

The method of analysis can be a simple comparison of responses over a period of time, different periods of time, or a complex statistical analysis involving one or more pre-packaged computer programs. If the latter method is selected, a data analyst or programmer could provide guidance on one of various standard statistical packages.

Editing and coding procedures convert questionnaire responses (raw data) into categories that can be counted or tabulated. Editing, which precedes coding, may necessitate more sophisticated judgments concerning the classification or grouping of several related responses on the questionnaire or in an interview.

¹³Morris and Fitz-Gibbon, Evaluation Handbook, p. 88.

The analysis and reporting of the data should be suited to the purpose of the program evaluation study and the circumstances surrounding the presentation of the study's findings. A school committee presentation, for example, may require a more sophisticated presentation and analysis than a student assembly.

Designing or selecting a questionnaire is an important part of any evaluation; small, large, complex or simple. With two general goals in mind, this task need not be difficult or time-consuming: ¹⁴

- (1) only obtain information that is relevant to the purposes of the study
(questionnaire relevance)
- (2) collect information that is reliable and valid (questionnaire accuracy)

Having a clear reason or rationale for including each question, and knowing how the information will be analyzed ensures the relevance of the questionnaire. Asking interesting questions that help the respondent recall and elaborate on the information requested enhances questionnaire accuracy. If the questionnaire is too long or uninteresting, or if the questions are too difficult, embarrassing, or personally threatening the responses received will not be accurate or helpful. ¹⁵

A questionnaire is often composed of two basic types of questions: open-ended and closed response. Each elicits a different type of information. Thus, when constructing a questionnaire it is vital to first decide which type of question will generate the kind of information wanted. Moreover, each type of question presents certain advantages and disadvantages to the respondent and the evaluator, particularly with respect to time.

In general, open-ended questions;

- Permit people to express their exact feelings.
- Do not limit the range of possible answers.
- Uncover unanticipated outcomes.
- Are more time-consuming and tiring for both respondent and evaluator. ¹⁶

EX: Describe in your own words, those health topics you'd like to learn more about.

¹⁴ Warwick, Donald P. and Lininger, Charles A. The Sample Survey: Theory and Practice. New York: McGraw-Hill Co., 1975, p.127.

¹⁵ Ibid.

¹⁶ Ibid., p. 134-135.

On the other hand, closed response questions:

- Generate responses that are comparable from individual to individual
- Are easier to answer, code, and analyze
- Limit responses
- May put words into the respondent's mouth by providing answers he/she might not have thought of on his/her own ¹⁷

Closed response questions include checklists, yes/no, agree/disagree, multiple choice, ranking scales and forced choice.

EX: Which of the following health topics would you like to learn more about?
Check as many as apply.

<input type="checkbox"/> first aid	<input type="checkbox"/> alcohol use	<input type="checkbox"/> drug abuse	
<input type="checkbox"/> nutrition	<input type="checkbox"/> smoking	<input type="checkbox"/> stress	<input type="checkbox"/> Other

Here are some hints for writing questions:

- Use vocabulary that is simple, direct and familiar to all respondents; avoid technical jargon and be alert to regional differences in usage.
- Make sure each question is as clear and specific as possible, e.g., give the respondent an appropriate time frame.
- Avoid "double-barreled" questions, or those covering two or more issues at once.
- Avoid "leading" or "loaded" questions.
- Make sure the question applies to all the respondents.
- The sequence of questions should be logical, unless you have a special reason for randomizing the order of presentation. ¹⁸

Designing the questionnaire is an important part of developing the evaluation plan. It is often a process of trial and error necessitating drafts and revisions. Before administering the questionnaire to a large group, try it out on a small sample of the population to be tested. Discuss each question with the respondents to make sure each question is understandable and generates the type of response desired.

With these concepts and procedures in mind, the process of planning, conducting or contracting for a program evaluation should be more understandable and should provide useful, constructive information.

¹⁷ Ibid., p. 135-136.

¹⁸ Ibid., p. 140-145.

SECTION III

HEALTH EDUCATION PROGRAMS IN MASSACHUSETTS

Included are:

- Summaries of Two National Programs
- Profiles of Approaches to Health Education in Four Massachusetts School Districts
- Abstracts of Massachusetts Health Education Programs

This section begins with summaries of two national school health education programs. Both are non-categorical health education curricula, validated by the Joint Dissemination Panel of the U.S. Office of Education, and used in several communities in Massachusetts.

The four program profiles were among respondents to our request for information survey conducted in December, 1981. The profiles are not intended as "model" programs per se but they do illustrate K-12 developmental approaches and programs from different sections of the state.

The program abstracts reflect the rich diversity of programs which responded to our survey and are listed by region within the Department of Education.

We realize that names and programs are subject to change. They have been provided, however, to assist the development of networks among educators from different communities in the state.

Inclusion of any program or resource does not imply endorsement by the Department of Education. Readers are encouraged to contact schools for additional information about program content.

Primary Grades/School Health Curriculum Project

This project includes two components: the Primary Grades Health Curriculum Project (PGHCP) and the School Health Curriculum Project (SHCP). The two projects are often referred to as the Seattle and Berkeley models respectively after the cities in which they were pilot tested. The project is a cooperative venture of the National Bureau of Health Education of the Center for Disease Control, National Center for Health Education and the American Lung Association.

The SHCP was begun in the late 1960's for grades 4-7 and in 1977 the companion curriculum for grades K-3 was completed. As of 1981, SHCP was used in 1,301 schools in 32 states and the PGHCP was used in 918 schools in 32 states.

Primary Grades School Health Curriculum Project - The Seattle Model

The Primary Grades Health Curriculum is a comprehensive health education curriculum for kindergarten through third grade. The curriculum centers on the individual child and is planned to influence children toward building sound health practices in their lives.

There are several unique features of the model, including:

- providing a learning process in which every child can succeed
- a "hands on" approach to health education
- administrative understanding and support for the teaching process through the teacher's workshop
- use of classroom teachers specially trained in a five-day workshop
- a rich assortment of materials making the project exciting and interesting to children of all intellectual abilities
- a rich assortment of community resources, both professional and material
- a replication method in which participating school districts agree to hold a workshop for further training using the original trained team as teachers
- a highly structured, sequential curriculum which can be fully integrated with current curriculum
- encouragement of parental involvement

Each grade level curriculum is organized around a different body system and includes a broad treatment of body systems and health behaviors.

<u>GRADE</u>	<u>CURRICULUM</u>
K	Happiness is Being Healthy (The Teeth)
1	Super Me (The Senses)
2	Sights and Sounds (The Eyes and Ears)
3	The Body: Its Framework and Movement

At each grade level the curriculum moves through a sequence of phases:

Introduction - Motivation
Awareness
Appreciation
Structure and Function
Diseases
Prevention and Care
Culmination

Class time required to implement the above ranges from 30-45 minutes per day for a 10-16 week period depending upon the grade level. It can also be extensively integrated into on-going curricula. The instructional method features pupil involvement, exploration, and community and family participation. Although the program is carefully organized and structured, it allows teacher and pupil creativity in the development of learning tools and activities.

Lateral spread to all schools in a district is accomplished by inservice teacher workshops. One team of teachers can train other teachers in the district. The same set of materials can be rotated through 5-6 classrooms of the same grade level each school year. The curriculum units were written and tested in the Seattle School District #1. Further testing was done in El Cajon, California; Ft. Myers, Florida; and North Belmore, Long Island. During the summer of 1977, five training sites held workshops to begin replication of the curriculum. Teachers from the following states were involved: Washington, California, Florida, New York, Iowa, Illinois, Minnesota, South Dakota, and Colorado. A district can implement the program by sending a team composed of two teachers per grade, a school administrator and a support person to one of the currently operating training sites.

Primary Grade Curriculum Grades K-3

Goals

The focus of this program is the individual student. Its general purpose is to help each child become increasingly aware of his/her self and others as unique persons, wonderfully made. Its comprehensive goal is that each student develop, to the extent possible, his or her abilities to:

- (1) Understand, accept, value, and affirm self and others as persons who are alike in some ways and different in others.
- (2) Make constructive choices and decisions between or among known alternatives.
- (3) Begin or continue patterns of health-related behaviors that are likely to contribute to optimal individual, family, and community health.

The goals and major concepts of the Primary Grade Curriculum are developed and reinforced by the very nature of the sequential units of this program.

Major Concepts

- Each person is unique and important.
- Our senses help us in many ways.
- Our emotions influence how we use our senses, and how our senses affect our feelings.
- We have many health and safety helpers at home, at school, and in the community.
- We can do many things to help our health helpers.
- Being a friend involves caring and sharing.
- Expressing emotions in constructive ways contributes to our own and others' well-being.
- The human body is composed of many identifiable parts which work together. The interrelationship of these parts contributes to the balance of a healthy body system.
- We have to make choices about the care and maintenance of our own body.
- Each individual must assume the responsibility for his or her own decisions to maintain a healthy self, both physically and emotionally.
- Many of the choices we make contribute either to the occurrence or to the prevention of some types of health problems.

School Health Curriculum Project - Berkeley Model

The School Health Curriculum Project is designed to develop student's competencies to make decisions that enhance their health and lives.

The SHCP includes a planned sequential curriculum, a variety of teaching methods, a teacher training program, and strategies for eliciting community support for school health education. It involves students, teachers, educational administrators, other school staff, community health personnel, and the families of participating students. Through group and individual activities, students learn about themselves by learning about their bodies. There is one 10-week unit for each grade level.

<u>GRADE</u>	<u>CURRICULUM</u>
4	Our Decisions, Our Nutrition, Our Health
5	About Our Lungs and Our Health
6	Our Health and Our Hearts
7	Living Well With Our Nervous System

Grade 5 studies the respiratory system, grade 6 the circulatory system and grade 7 the nervous system. Every unit emphasizes the relationship between one's own behavior and the proper functioning of the system studied. Access to a variety of stimulating learning resources including audio-visuals, models, community health workers, and reading materials, is abundantly provided.

The curriculum is designed to integrate with the lives and personality development of children by providing situations in which they may assume responsibility, research ideas, share knowledge, discuss values, make decisions, and create activities to illustrate their comprehension and internalization of concepts, attitudes, and feelings. The curriculum has been developed to enhance other school subjects such as reading, writing, arithmetic, physical education, science and the creative arts.

The SHCP requires that adopting schools send a full team to one of the various SHCP regional training centers to receive training. This team should consist of two classroom teachers from the level for which the unit is being adopted, the principal, and one or two

other school support personnel. As teachers become familiar with the subject matter during training, they simultaneously learn teaching methods. Instead of the traditional classroom approach, the teacher uses a learning center approach, which allows children to move about the room, explore resources, and work together in groups. During training, teachers receive packets of materials which help them develop and explain health-related concepts to students. All of the classroom work is described in the packets, and supplemental ideas are included for variety.

Training is offered on the condition that participants provide a training workshop for others. By teaching the unit and carefully following the highly structured plan of the curriculum, teachers gain the experience necessary to present a workshop to others. The team is then able to train other classroom teachers in their own school and in other schools to use the SHCP effectively.

Twenty-four separate studies were completed between 1974 and 1978 to determine the effectiveness of the curriculum. A recent review and synthesis of the studies indicates that fifth-, sixth-, and seventh-grade units were effective in increasing health-related knowledge and changing health-related attitudes.

Massachusetts schools interested in implementing the PGHCP or SHCP models can contact the State Facilitators Project of the National Diffusion Network. Assistance is available to link up interested school systems, identify training sites, find sources of funding, write grants, and plan inservice for school personnel.

For further information contact:

Kathleen Middleton, Director
National Center for Health Education
211 Sutter Street, 4th Floor
San Francisco, CA 94108
Telephone: (415) 781-6144

or

Denise Blumenthal
State Facilitators Project
The Network, Inc.
290 South Main Street
Andover, MA 01810
Telephone: (617) 470-1080

Cohasset

- Contact: Michael Gill, Health Coordinator
Cohasset High School
143 Pond Street
Cohasset, MA 02025
Tel. (617) 383-6107
- Target Audience: K-12 students and teachers
- Goal: The goal of the Comprehensive Health Education program is to raise the level of health for the student's lifetime by significantly reducing those health problems susceptible to educational intervention, and favorably influencing the learning process and enhancing the quality of life.
- Needs Assessment: Ten years ago a community-organized Health Education Advisory Committee was formed. A Health Education Opinion Survey was distributed to students, a cross section of residents and the teaching staff. The results of the survey as well as a tragic auto accident involving Cohasset youth demonstrated the need for a comprehensive health education program. In 1980 the school department hired a health education coordinator.

Program Description

After a year of curriculum design and planning the health program was introduced systemwide. Health education models used in the planning included the Massachusetts Department of Education model, Michigan Department of Education model and the New York Department of Education model.

Staff consists of a health education coordinator who also is the health teacher at the secondary level. All classroom teachers at the elementary level teach health.

The objective of the Cohasset program is providing proper information, analyzing the concepts of conflicting information and providing the skills necessary so that the individual can eventually make favorable decisions which are reflected in her/his daily practices.

Topics are taught sequentially grades K-12. Areas of study include safety and first aid with 7th graders being certified in CPR; emotional and mental health with the elementary level student learning about individuality while the secondary level student discusses suicide, peer pressure and stress management. The five senses and body functions and systems are covered in the primary grades and the secondary grades delve into anatomy and physiology. Fifth and 6th graders learn about menstruation in the Growth and Development unit. The growth of living things including plants, animals and humans is studied at all levels. Oral health, including screening programs by volunteer dentists for grades K-3, is presently covered at the elementary level only. Nutrition and lifestyle is emphasized at all levels. Diseases and disorders, including discussions on cancer, sexually transmitted diseases and heart disease, is a major focus in grades 10-12. Physical health, consumer health and substances that modify behaviors are among the topics that generate discussions about decision-making and values.

A special feature of the program is the utilization of teaching resources in other academic areas. Continuity of health topics is assured by the cooperation of the staff in science, home economics, etc. For example, the Home Economics Department teaches a unit on nutrition. Because all students are required to take home economics, the health teacher can forego the basics and address the role nutrition plays with diseases and/or lifestyles.

Health is mandatory for grade 7. Students attend class every other day for half a year. Soon the course will be extended to every other day for a full year. Sophomores, juniors and seniors may take health as an elective. Inservice workshops are provided for elementary teachers along with a comprehensive curriculum guide offering various concepts, behavioral objectives and activities. Health is offered at the elementary level for one hour weekly for the school year.

Materials: For grades K-12 program materials are based upon free resources provided by community agencies. The Scott, Foresman series is used in grades K-6.

Evaluation Methods and Results: Methods to determine the program's effectiveness are in the developmental stage.



Northampton

Contact: Judith Haskell or Joan Tobin
Northampton High School
380 Elm Street
Northampton, MA 01060
Tel. (413) 586-6970



Target Audience: K-12 teachers and students

Goal: The major goal of the comprehensive health education program is to enable students to acquire knowledge and understanding, develop decision-making skills, and establish practices and behavior that will promote optimal health for the individual, the family, the community and the world.

Needs Assessment: A Health Education Advisory Committee was formed in 1979 to develop a curriculum according to the needs of the community. The group consisted of students, parents, teachers, administrators, clergy, business people and health/social service professionals. Periodic meetings throughout the school year allow members of the committee to keep abreast of any new developments in the health curriculum.

Program Description

The committee believes that the school shares responsibility with the home and the community to assist their students develop their maximum potential for physical, mental/emotional, social well-being through health education. Furthermore, school health education should emphasize the development of sound health practices as well as the acquisition of accurate health information. Accordingly, the health education program was designed in a sequential manner for students in grades K-12 with the exception of grades 7-8 which is now being developed.

The health course is mandatory for graduation. Classes meet five times weekly for the school year. Staff consists of all elementary school teachers, science teachers for junior high students and one health educator at the high school. A health/science coordinator monitors the K-12 program.

The conceptual strands of the K-12 program are based on the assumption that the total health of the family is reflected in the physical, emotional, social and spiritual well-being of its members. Topics studied include: emotional development and mental health, personal health care practices, growth and development, nutrition, dental health, environmental health, safe living, use/abuse of substances that modify behavior, diseases and disorders, consumer health, public health encompassing issues such as community and international health, and family life.

The elementary level emphasizes developing the senses and self-knowledge. The junior high students focus on human anatomy and physiology. High school students focus on family life and health.

An outreach program dealing with all aspects of teenage pregnancy is a special program feature.

Materials: The program utilizes a variety of activities and different media modes as teaching tools. A comprehensive assortment of community agency resources are also used.

Evaluation: Evaluation is an ongoing process at Northampton. Various tools are utilized to assess cognitive skills.

Peabody

Contact: Edgar Johnson, Educational Director of Health
Peabody School Department
210 Washington Street
Peabody, MA 01960
Tel. (617) 531-1600 ext. 129

Target Audience: K-12, teachers and students

Goals: The goals of this preventive health program are twofold. One is to enable the students to understand the physical, social and environmental components of health and, two, to influence positive health behaviors related to the quality of an individual's life.

Needs Assessment: There is an ongoing process monitored by students, parents, teachers and the Director of Health.

Program Description

At the elementary level, the health curriculum is based upon the School Health Curriculum and the Primary Grade Health Curriculum Project. The health units focus on a physiological system at each grade level. Teacher training addresses a set of modular units used at specific grade levels. Specific behavioral objectives are outlined for the school year. A choice of activities that reinforce the objective enables the teacher to pick the one most appropriate for the occasion.

Units of 25-30 lessons have been developed locally for the following grades: K and 1st - the senses; 2nd - the ear; 3rd - vision; 4th - skeleton and muscles; 5th - the lungs; 6th - the heart; and 7th - the nervous system. Human development and risk factor reduction themes tie the units into a comprehensive program. Fluoride mouthrinsing, student-run clinics on hypertension screening, classroom nutritious snacks and breakfasts all demonstrate the importance of positive health behavior.

The health program at the secondary level builds upon the health objectives taught in earlier grades. The program is implemented by three certified health educators with one specializing in teaching health careers.

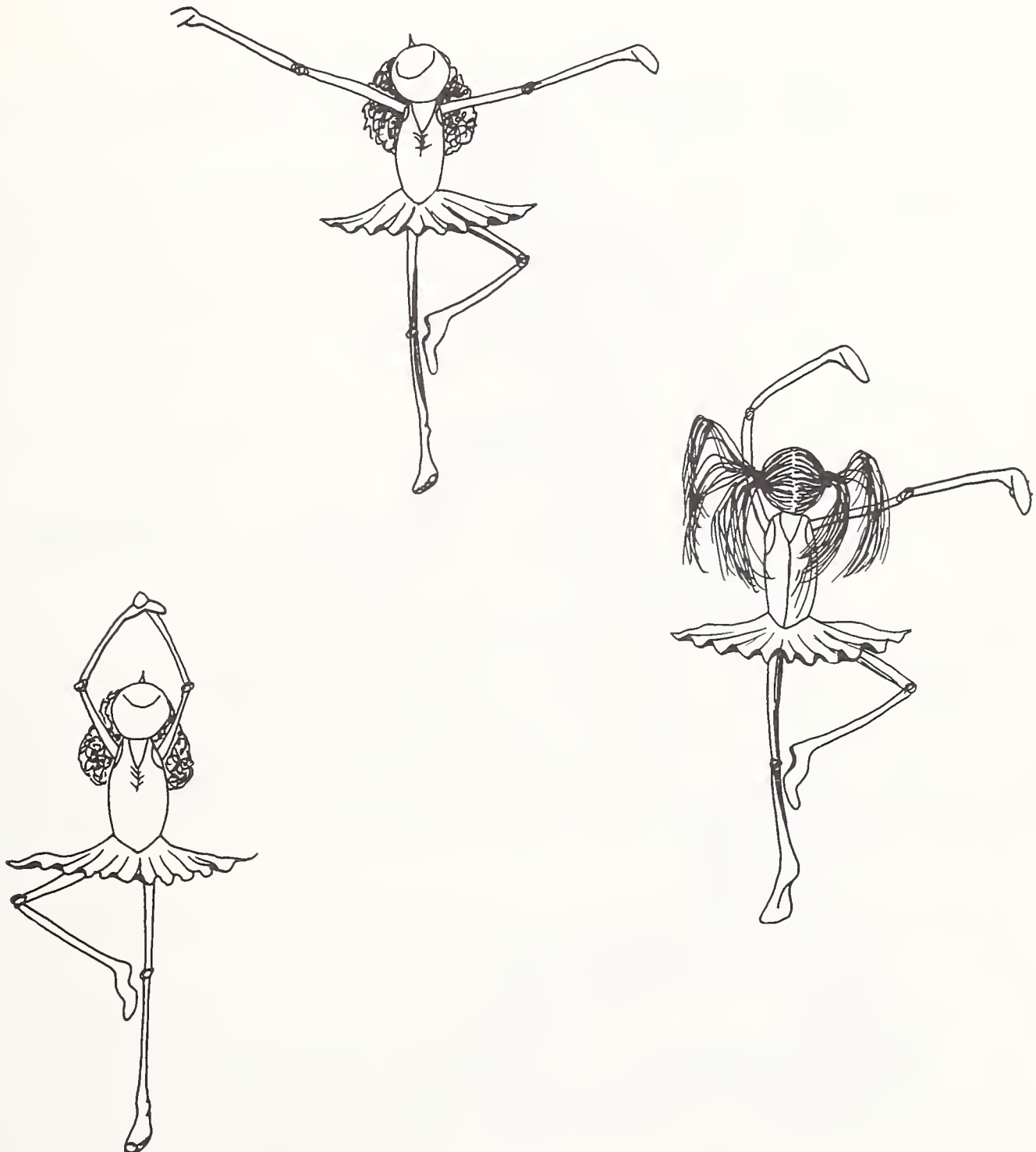
An awareness of the emotional and physical development of the adolescent student was instrumental in the curriculum design.

Activities include values clarification, role modeling, story telling, peer education and decision-making processes. Topics utilizing the activities include substance use/abuse, nutrition, human values and social behavior, emergency care, environmental health, community health and body dynamics. The health program is mandatory for students in grades 7, 8 and 10. Classes meet twice weekly for half a year. Juniors and seniors are offered various electives that address particular health issues.

A special feature of the program is an occupational education sequence referred to as health careers. This exploratory course can lead to a career in a health-related specialty field such as, nurse's assistant or dietary aide. Students elect the program in the 9th grade and start by exploring the multitude of health careers available. In the 10th grade the student visits a program related to the chosen specialty and 'shadows' a professional for a day. 11th graders have a 2 hour specialty skills program and then go to a designated worksite for a 'hands-on' experience.

Materials: Curriculum lists extensive resources; Laidlaw serves as reference for elementary level; extensive use of community agencies' resources.

Evaluation Methods and Results: A competency-based standardized test is in developmental stages. Behavior change is difficult to evaluate.



Somerset

Contact: John Grant, Jr., Health Education Supervisor
South Middle School
Brayton Avenue
Somerset, MA 02726
Tel. (617) 679-4004

Target Audience: K-12 students and teachers

Goal: To help students gain objective, unbiased, scientific information on health issues; the causes and effects of health-related problems as well as to promote self-responsibility in their decision-making process throughout life.

Needs Assessment: A standardized test using national norms (AAHPER) is used as an evaluation tool. Students take the cognitive exam at the end of each school year. The results are used to make needed changes in the curriculum. When the test was given originally the results were poor and have substantially improved over time. Also, the Marriage and Family course has a pre- and post-test for cognitive and behavior information.

Program Description

Models used in the Somerset program include the New York and Massachusetts Department of Education guides.

Staff consists of a health education supervisor who also teaches in the high school, 1 1/8 high school educators, 1 1/4 middle school educators and all elementary teachers.

This broad-based curriculum provides students with the opportunity to practice positive behaviors based on information presented in the various topic areas. The sequential program offered consists of 5 interrelated strands. Strand I, Physical Health, includes health status, nutrition, sensory perception, dental health and disease prevention and control. Strand II or Sociological Health Problems covers smoking and health, alcohol and drug education and narcotics education. Mental health, the third strand, focuses on personality development, sexuality (11th and 12th graders only) and family life education. Strand IV covers environmental and community health issues including public and world health, ecology, epidemiology and consumer health. The fifth strand, Education for Survival, outlines safety, first aid and survival education.

Tenth graders are required to attend health classes once a week for the school year. Students opting for the marriage and life course and the child growth elective meet 5 times weekly for the year.

There are many special features in the Somerset program. Prior to their proms, all juniors and seniors have a letter/contract, raising issues on drinking and driving, sent to their parent(s). Parent(s) and child are asked to sign the contract stating that neither party will drink and drive nor get in a car with a driver who has been drinking. Parents also agree to pick up the child or pay for a taxi if needed. Resources used include the police department who demonstrate the breathalyzer test and speakers from the local alcoholism council who facilitate discussions on alcohol. Breast cancer programs are offered to all young women before they graduate. Hypertension screening is available for all students.

Adults in the community can attend school-based health programs. Programs and screenings are held during the evening as well as during the school day. Topics offered include teenage pregnancy, parent effectiveness training, runaways, home birth, drugs/alcoholism, birth control and suicide.

Materials: A teacher guide and supplementary materials such as films, filmstrips, slides, transparencies and community agency resources are provided to classroom teachers.



Greater Boston

ARLINGTON

Arlington High School
869 Massachusetts Avenue
Arlington MA 02174

PROGRAM TITLE: Group Leadership Alcohol
AAwareness Program

CONTACT: Vincent J. D'Antona
PHONE: (617) 646-1000 X 146
GRADE LEVEL: 7-8 for instruction;
11 and 12 for leaders
STAFF: Peer coordinators and peer
leaders
MATERIALS: Written curriculum; community
resources.
PROGRAM:

The objectives of the program are two-fold. First, the peer leaders have an opportunity to examine their own attitudes, behaviors and information about alcohol, decision-making and peer relations. Students develop leadership skills and the ability to recognize junior high students who need additional information and referral about alcohol problems. Moreover, the peer leaders effectively provide information and referral services to the junior high students and utilize the information themselves. As a leader the student has an enhanced sense of efficacy and self-esteem. The peer leader program provides an appropriate outlet for a student's desire to help others.

Juniors and seniors are recruited from English courses, since all students take English and this gives access to a cross section of students. The selected students go through orientation and a training seminar before interacting with junior high students.

Second, the junior high participants are also provided with an opportunity to focus on their attitudes, behaviours and information regarding alcohol, decision-making and peer relations. The dialogue is open and students receive feedback from a 'non-adult' role model.

The information on drugs is offered as a mini-course with the junior high teachers and administrators. The mini-course is taught by peer coordinators and peer leaders.

BOSTON

English High School and Madison
Park High School
77 Avenue Louis Pasteur
Boston MA 02115

100 New Dudley Street
Roxbury MA 02119

PROGRAM TITLE: Parenting and Child Care
and Development

CONTACT: English - Ivy Beckles
Madison - Susan Patterson
PHONE: English - (617) 738-6300
Madison - (617) 445-2440
GRADE LEVEL: 9th - 12th
STAFF: 1 teacher at each school
TIME: 5 meetings weekly/2 semesters
MATERIALS: Written curriculum; community
resources; texts on nutrition
and child development.

PROGRAM:

Topics studied include nutrition of the mother and child, psychological health of mother and child and developmental recognition of the growth of the child. Training focuses on the health of the mother and child. Laboratory experience is provided by school visits of parents with children at pre-arranged intervals. The families visit during the school year according to the age groups studied. The age groups include: Group 1 (6 months to 1 year); Group 2 (1 year to 2 years); and Group 3 (2 years to 4 years). This course does not include sex education.

BOSTON

Boston Public School - Division of
Career and Occupational Education
26 Court Street
Boston MA 02108

PROGRAM TITLE: Nutrition Education

CONTACT: Aurelia M. Kelley
PHONE: (617) 726-6451
GRADE LEVEL: 6th - 12th
STAFF: Junior high- 1/8th of the
time of 26 teachers;
Senior high-1/8th of the
time of 12 teachers

TIME: Junior high - 1/8th of the
2 semesters;
Senior high - 1/8th of 1
semester.

MATERIALS: Written curriculum

PROGRAM:

The general goal is to make nutrition more acceptable by encouraging dynamic visual and 'hands-on' activities in class. A sequential study was developed for grades 1 - 12, using a variety of films, texts and picto-vocabulary cards. Preparation of exemplary meals and snacks are used to support the theories studied. For younger students there is a citrus fruit festival and in-school exhibits and demonstrations. The older students primarily concentrate on theory and practice. All students learn about foods that provide health, the nutrients, food facts and fallacies, diet and disease, and careers in the dietary field.

BOSTON

Boston Public Schools - Division of Career and Occupational Education
26 Court Street
Boston MA 02108

PROGRAM TITLE: Teaching Nutrition
Education through
Phonics and Art

CONTACT: Aurelia M. Kelly or
Kathryn Brophy
PHONE: (617)726-6451 or 726-6254
GRADE LEVEL: Programs planned for grade 5
but adapted to grade 6.
STAFF: 8 teachers/8 school lunch
workers.
TIME: 2 meetings weekly/2 semesters
MATERIALS: Curriculum being developed.
SPECIAL
FEATURES: Unique pairing of home economics teachers and school lunch managers to bring home the message of good health through posters and poetry.

PROGRAM:

Sixteen teachers and school lunch managers will be instructed during 5 workshops. The goal of the workshops is to redirect the teachers' thinking and activities to teach about nutrition and to demonstrate nutrition by implementing phonics, reading and art works. Projects reflect ethnic interests. During workshops the teachers and lunch personnel will prepare visual material which can be used anywhere in the school and home. Topics included are: eating habits, sanitation of food, food and fitness and food selection. Once incorporated, the goal of the teachers will be to encourage the improvement of basic skills as well as health of the student.

BOSTON

Boston Public Schools - Safety Department
Madison Park High School
Boston MA 02119

PROGRAM TITLE: Safety

CONTACT: John A. Chistolini
Chief of Safety Services
PHONE: (617) 445-1400
GRADE LEVEL: Kindergarten - 12th
STAFF: See below.

PROGRAM:

The Safety programs for the Boston school district are coordinated through the Curriculum and Competency department. Programs and contact people for those programs include:

1. 'Officer Friendly'
John Sprague Safety Officer
Boston Police Department
154 Berkley Street
Boston MA 02116
2. Safety During Construction (MBTA)
Barbara Benders
Administrative Assistant
Safety and Training Division
275 Dorchester Avenue
South Boston MA 02121

3. Railroad Safety (AMTRAC)
Wayne Moore, Safety Officer
AMTRAC Police Department
South Station Room #431
Boston MA 02110

DORCHESTER

Dorchester High School
Peacevale Street
Dorchester MA 02124

PROGRAM TITLE: Dietary Aides

CONTACT: Lydia Foster
PHONE: (617) 436-2065
GRADE LEVEL: 10th -112th
STAFF: 1
TIME: 15 meetings weekly/2 semesters
MATERIALS: Written curriculum, community
resources, various texts.

SPECIAL

FEATURES: Work/Study program.

PROGRAM:

For 10 periods each week the student works in a health care facility such as a nursing home or hospital. Emphasis in the program is on diets in sickness and in health. Academic time includes attending lectures in hospital settings given by trained personnel; analyzing diets and preparing foods, such as appealing trays at the school. Many of the students find part-time or full-time positions as dietary aides before graduation. The teacher responsible for this program is a registered dietician with numerous contacts in local health care facilities. This is a funded program (94-482) and there is a sufficient budget for for all of the foods and materials needed.

SOUTH BOSTON

South Boston High School in conjunction
with Boston City Hospital
South Boston/Harrison Avenue

PROGRAM TITLE: Allied Health

CONTACT: Thomas Pelleri
South Boston High School
Rita Battles
Boston City Hospital

PHONE: South Boston High
(617) 268-6525
Boston City Hospital
(617) 424-5912

GRADE LEVEL: 10th - 12th

STAFF: 8 part-time

TIME: 10 meetings weekly/2 semesters

MATERIALS: Written curriculum developed
at Boston City Hospital

SPECIAL

FEATURES: Students study at City Hospital
in conjunction with their
program at South Boston High.

PROGRAM:

Students have formal classes at Boston City Hospital including training by nurses and doctors. Topics covered include: pediatrics, communicable diseases, geriatric care, post-operative techniques, diets and blood testing. As trained assistants, the students can choose to work in any number of areas including pediatrics, the emergency room, laboratory work, the blood bank and geriatrics. This 9 month program is state funded and has been in existence for two years.

CHELSEA

Williams School
5th Street
Chelsea MA 02150

PROGRAM TITLE: Health Education

CONTACT: Sumner Bloom
PHONE: (617)889-2310

GRADE LEVEL: 7th and 8th

STAFF: 4

TIME: 1 meeting per week for
2 semesters

MATERIALS: Curriculum now being developed;
text (Laidlaw series) Your
Health and Your Future.

PROGRAM:

This program emphasizes personal hygiene. Environmental health, body systems and other health areas are also covered. A film is often used to introduce or to reinforce an instructional unit.

CONCORD

Sanborn and Peabody Middle Schools
Concord MA 01742

PROGRAM TITLE: Health Education

CONTACT: Rita J. Bissonnette
PHONE: (617) 369-9500 X 250 or 226
GRADE LEVEL: 6th and 8th
MATERIALS: Written curriculum, community resources. Other excellent resources are Creative Drug Education, American Lung Association, Sunburst Filmstrips, Education Development Center of Newton.

SPECIAL

FEATURES: Health education interns from the University of Lowell.

PROGRAM:

The program is 5 years old and covers: mental and emotional health; substance use and abuse; nutrition; first aid and safety; personal health; growth and development; fitness; community health issues. The program is not the 'ideal' program but it has been "improving with time". There has been more community awareness and therefore support; the attitude of the students themselves has been more positive. The curriculum is continually being developed to meet the needs of both the students and the limiting schedule. Given the current budget cuts due to 2 1/2, Concord is fortunate that the program has been maintained.

DEDHAM

Dedham Youth Commission
Town Hall
Dedham MA 02026

PROGRAM TITLE: Life Coping Skills

CONTACT: Robert Dimmock
PHONE: (617) 329-6551
GRADE LEVEL: 4th - 6th
STAFF: 3
TIME: 2 meetings weekly/1 semester;
grade 4 - 4 weeks
grades 5 & 6 - 6 weeks.
MATERIALS: Written curriculum

SPECIAL

FEATURES: Workshops for parents and children; counseling and referral, lectures for parents, 7th grade follow-up and information sessions for teachers and principals.

PROGRAM:

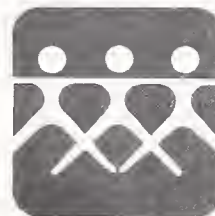
The Dedham Youth Commission has been in existence for 10 years providing services that address the problems, frustrations and difficulties of youth today. To achieve these goals, the Commission has initiated a three-pronged approach:

1. To provide direct counseling service.
2. To provide constructive, diversionary activities, offering youth new educational, emotional and social activities, and
3. To directly impact upon the policy decisions of other social service agencies.

Appointed by the Board of Selectmen, the Commission is a seven member group whose goal is to research and to meet the needs of the youth community of Dedham. The direct counseling services offer both formal and informal counseling to youths and their families.

Individual counseling is also offered as well as the availability of a 24 hour hot line staffed by professionals trained to deal with crisis situations.

The diversionary programs offered range from a theatre group for elementary age youth to sponsoring 'Project Friend' a program similar to the well known 'Big Brother' program. Twenty-nine youths have been involved since its inception.



HULL

Memorial Middle School
91 Central Avenue
Hull MA 02045

CONTACT: Paul Falconer
PHONE (617) 925-2040
GRADE LEVEL: 6th and 8th
STAFF: 1
TIME: 1 meeting weekly for
4 semesters.
MATERIALS: Written curriculum, community
resources.

PROGRAM:

The health education program has two components. Component one, presented in 6th grade, is introductory in nature. The material is geared to nomenclature of the body and the fundamental concepts of health. Topics covered are: interpersonal relationships, anatomy and physiology, human development, health issues, first aid and safety, substance abuse, communicable diseases and environmental health.

Component two, presented in 8th grade, is more sophisticated in content. The student synthesizes information and develops conclusions based on the facts given dealing with topics such as: interpersonal relationships, nutrition, health issues, safety, substance abuse, consumerism, medical advances, community health, environmental health and career exploration.

LEXINGTON

Lexington Public Schools
Lexington MA 02173

PROGRAM TITLE: Human Development
and Human Relations

CONTACT: Ralph Lord Jr.
PHONE: (617) 862-7500 X143
GRADE LEVEL: Kindergarten - 10th
STAFF: Elementary- classroom
teachers.
Middle - 2
High - 1

TIME: Elementary - 1 meeting weekly
for 1 semester: Middle -
1 meeting weekly for 3 semesters
High - 1 meeting weekly for
3 semesters.

MATERIALS: Written curriculum, community
resources.

SPECIAL
FEATURES: The program is inexpensive due
to the utilization of free
materials, community resources
and current staff, cooperative
planning and implementation.
There is continual evaluation
and program updating.

PROGRAM:

The Health Education program is well articulated, inexpensive and comprehensive. It is designed to provide continuity and reinforcement of current health-related issues and topics. Materials are selected by teachers, administrators, parents, guidance counselors, and school medical personnel to reflect the most current and appropriate resources available at limited cost.

Elementary classroom teachers are provided with workshops and prepared material to cover topics including safety and first aid, dental health, nutrition, emotional health, the human body, alcohol education, alcohol and other drugs, posture screening, Heimlich maneuver and smoking prevention.

In grade 7, three basic units are covered in a year long course taught by the health and physical education staff in each school. These topics are personality and self-concept, alcohol and other drugs, and human sexuality.

The senior high school program for sophomores consists of a year long program with teams of guidance counselors, health and physical educators who present units in human and family relations, loss and separation, depression, anger and suicide, human sexuality, alcohol and other drugs, CPR and first aid.

LINCOLN-SUDBURY

Lincoln-Sudbury Regional High School
390 Lincoln Road
Sudbury MA 01776

PROGRAM TITLE: Health Decisions

CONTACT: Mimi Gutwell
PHONE: (617) 443-9961 X43
GRADE LEVEL: 9th, 11th, 12th
STAFF: Number varies
DEPARTMENT: Science
TIME: 9th - 4 meetings weekly
for 4 weeks.
11th, 12th - full year.
MATERIALS: Written curriculum

PROGRAM:

The ninth grade health topics include fitness, nutrition, safety, stress, sexuality, substance abuse and adolescent-parent relationships. These are taught as a mini-course during the regular science program and are taught by the science teacher and a guidance counselor team. A full course in health is also offered to juniors and seniors and covers the following topics; behavior, consumerism, nutrition, fitness, genetics, sexuality, substance abuse, disease, stress, personality, emotional health, safety, first aid, population and pollution.

NEWTON

Newton Public Schools
100 Walnut Street
Newtonville MA 02160

PROGRAM TITLE: Learning for Life

CONTACT: Dr. Robert Kilburn
PHONE: (617) 552-7620
GRADE LEVEL: 2nd and 5th
STAFF: Classroom teachers
TIME: 2nd - 2 meeting/week for
1 semester
5th - 3 meetings/week for
1 semester
MATERIALS: Written curriculum, 2nd -
'Doofus' stories book and
materials; 5th 'From the
Inside Out' stories book
and materials.

SPECIAL

FEATURES: Parental involvement in
changing snacking habits;
fitness activities.

PROGRAM:

The 2nd grade Learning for Life course focuses on nutrition and fitness through a series of stories about Doofus, a mal-nourished, physically unfit bird, who crash-lands in the school yard. The knowledgeable children in the successive stories educate Doofus about desirable eating and exercise habits for a better life.

An attractively illustrated student text and lots of 'lab' activities designed for the 5th grade follow an interdisciplinary approach to foods, fitness and nutrition. Increasing the student's awareness of the variety of foods; increasing their awareness of the sources of food and the nutrients of foods; and developing an awareness about the effect of food and exercise behavior are the major goals of the program.

RANDOLPH

North Junior High School
552 High Street
Randolph MA 02368

PROGRAM TITLE: Build Your Own Body

CONTACT: Elda Cappuccio
PHONE: (617) 963-7800 X 27
GRADE LEVEL: 7th and 8th
STAFF: All departments are involved.
MATERIALS: Written curriculum, community
resources

SPECIAL

FEATURES: Integration of nutrition into
various subject areas such as
science, home economics, art,
math and physical education.

PROGRAM:

The Food Service department, parents and students participate in this program which focuses on nutrition for growth and maintenance. Topics covered include body building and weight control.

RANDOLPH

Randolph Elementary Schools
Reed Street
Randolph MA 02368

PROGRAM TITLE: Berkeley Health Project

CONTACT: Howard Holmes
PHONE: (617) 963-7820
GRADE LEVEL: 3rd - 6th
STAFF: Classroom teachers
TIME: 13 weeks
MATERIALS: Units from Berkeley Health Project published by Temco, community resources.

SPECIAL

FEATURES: Parents assist with dissection activities.

PROGRAM:

Through the Berkeley Project children are introduced to a specific body system at each grade level. The function, appropriate care, and results of abuse are explained for each system. Systems covered include: for grade 3, the eyes; grade 4, the digestive system; grade 5, the heart; and grade 6, the lungs. Learning stations are used with a variety of staffing patterns such as team teaching, self-contained units and departmentalized units. For example, the art department uses the lungs as a theme.

WALPOLE

Walpole Public Schools
Walpole MA 02081

PROGRAM TITLE: Health Education

CONTACT: Elizabeth Leydon Matzner
PHONE: (617) 668-5400
GRADE LEVEL: Kindergarten - 12th
STAFF: Classroom teachers at all levels with a Health Education coordinator.
TIME: Integrated into academic courses.
MATERIALS: Written curriculum, community resources, optional textbook.

SPECIAL

FEATURES: Parents serve as advisors to the school lunch program and representatives on the Education Committee.

PROGRAM:

The program is interdisciplinary. Each k - 8 teacher, using a curriculum guide, develops ways to integrate identified health topics into their existing curriculum. At the high school level, social studies and science have units written by department members in the areas of alcohol and disease. The Home Economics department and Health Education coordinator collaborate on developing a nutrition course which is currently offered as an elective on a semester basis.

School personnel have worked for several years with these goals in mind:

1. Provide a sequential k-12 health curriculum.
2. Bring about the integration of health concepts and practices into the total school environment.
3. Increase the understanding of the student, as an individual, in developing responsibility for maintaining a sound mind and body.

Topics covered include dental health, safety and first aid, parenting and child development, drugs, alcohol and tobacco, diseases, nutrition, emotional health and family living.

WAYLAND

Wayland Public Schools
41 Cochituate Road
Wayland MA 01778

PROGRAM TITLE: Health Education

CONTACT: Robert Anastas, Director of Health Education
PHONE: (617) 358-7728
GRADE LEVEL: Kindergarten - 12th
STAFF: 1 for each group.
TIME: Elementary- 1 semester;
Middle - 4 semesters;
High - 4 semesters.

MATERIALS: Written curriculum; community resources.
PROGRAM:

The Health Education program encompasses four areas:

1. Mental and Social Health, with emphasis on emotional development and alcohol/drug education; 2. Physical Development including body structures and function; reproduction, sex education, cleanliness and appearance, dental health, fitness and body dynamics, nutrition, diseases and disorders, sleep, rest and relaxation; 3. Consumer and Environmental Health topics such as ecology, health careers, community health, world and consumer health; 4. Safe Living which explores first aid, safety and accident prevention, and disaster behavior.

Each grade level has separate units with sequentially organized learning experiences.

WELLESLEY

Wellesley Public Schools
12 Seaward Road
Wellesley MA 02181

PROGRAM TITLE: Health Education

CONTACT: Ted Rokicki or Merrill Bergstrom
PHONE: (617) 235-7250
GRADE LEVEL: 1-6; 8; 10th.
STAFF: 6th - .3; 8th - 3; 10th - 1.
DEPARTMENT: Physical Education
TIME: 6th - varies; 8th - 7 weeks;
10th - 2 meetings per week
for 1 semester.
MATERIALS: Written curriculum, community resources.
PROGRAM:

Topics are covered sequentially at the elementary level. Dental health, mental and social concepts are emphasized. Diseases and disorders, drugs, alcohol and tobacco, nutrition and the structure, function and growth of the body are also examined.

The science department offers a seven week unit for 8th graders which focuses on physical health. Topics include making health decisions, growth and development, dependency-causing substances, and consumerism.

A comprehensive health program for high school covers family living, controlled substance use/abuse, first aid, CPR, nutrition, consumerism, environmental health, and emotional well-being. The science department also integrates health topics into its units.

WEYMOUTH

Weymouth Public Schools
11 Middle Street
Weymouth MA 02189

PROGRAM TITLE: Substance Use, Misuse and Abuse.

CONTACT: David Lister
PHONE: (617) 337-7500
GRADE LEVEL: Kindergarten - 6th
STAFF: All elementary teachers
TIME: 'varies'
MATERIALS: Written curriculum, role-play activities.

SPECIAL

FEATURES: Taught by classroom teacher after in-service training.

The Substance Use, Misuse and Abuse (SUMA) curriculum is one facet of a comprehensive kindergarten - 12th grade program of health education provided by the Weymouth Public Schools. SUMA was designed, developed and written by Weymouth teachers.

The grade levels are taught, in most cases, by the classroom teacher with an Elementary Health Specialist available as a resource person. Grade 5 and 6 teachers have the option not to teach these units in which case another teacher will present them to his/her class. All teachers, prior to beginning the unit, participate in an in-service training session.

Two themes are recurrent throughout the seven units (K - 6):

1. Good health is an individual's choice
2. The greatest responsibility for caring for one's body lies with the individual.

In their training, teachers are made aware that they are not teaching about poisons or medications or drugs alone, but the relationship of these to good health and the care and function of the children's bodies.

Central Massachusetts

BELLINGHAM

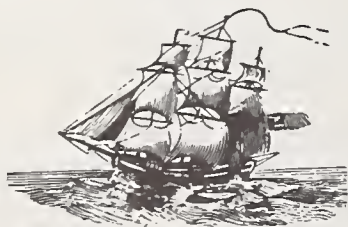
Bellingham Public Schools
11 South Main Street
Bellingham MA 02019

PROGRAM TITLE: Health Education

CONTACT: Paul D. Keaman or
Thomas Scanlon, Health
Education Committee
Co-Chairmen
PHONE: (617) 883-4220, 966-0451
GRADE LEVEL: K - 3
STAFF: Classroom teachers
TIME: Interwoven with regular
curriculum for full year.
MATERIALS: Written curriculum.

PROGRAM:

The Health Education Committee consisting of teachers, administrators, parents, and the school committee uses the comprehensive K-12 health curriculum produced by the Massachusetts Department of Education's Division of Curriculum and Instruction as its model. Bellingham deals with identical material but unlike the Department of Education's model, Bellingham breaks down the total workload and the assignment of specific objectives for each grade level. Teachers have the option of using the suggested learning experience or formulating their own. As the student passes from grade to grade, the same objectives are again presented, only with greater sophistication. Topics covered include: safety and accident prevention; cleanliness and appearance; body structure and function; dental health; fitness and body dynamics; nutrition; disease and disorders; sensory perception; sleep; rest and relaxation; family living; emotional development; tobacco; alcohol and other drugs; ecology; health careers; community health; consumer health; first aid and emergency procedures.



DOVER-SHERBORN

Dover-Sherborn Junior High School
137 Farm Street
Dover MA 02030

PROGRAM TITLE: Health Education

CONTACT: Suzanne S. Smith
PHONE: (617) 785-0635
GRADE LEVEL: 7th and 8th
STAFF: 1
DEPARTMENT: Practical and Fine Arts
TIME: 7th grade -2 meetings per
week for 2 semesters;
8th grade -1 meeting per
week for 2 semesters.
MATERIALS: Written curriculum; community
resources.

SPECIAL

FEATURES: In the Life Skills Training Program the peer counselors from the high school co-teach the Mood and Behaviour Modifier unit. The counselors are also used as group discussion leaders at other times during the year. The school nurse assists in teaching the family living, growth and development, and diseases and disorders units. Parent aides and emergency medical technicians from the towns assist in teaching the first aid unit. A new unit, Coping with Our Differences, has been developed with the aid of the speech therapist.

PROGRAM:

The health curriculum covers a varied list of topics. The program is comprehensive and based on the state curriculum. Increasing knowledge so students can become better medical care consumers and partake in a healthy lifestyle is the main focus. Many lessons are a shared learning experience encouraging positive group interaction. The emphasis in both grades is not on physical health but on mental and emotional health. A variety of materials are used to meet the student's needs. Helping students learn to be organized, to ask for what they want, and to take care of themselves is an on-going process in all health topics.

The 7th grade course covers: body structure and function; fitness and body dynamics; diseases and disorders; mood and behavior modifiers (life skills training); emotional development; family living and Red Cross basic first aid. Eighth graders study body structure and function, cleanliness and appearance, sleep, rest and relaxation, diseases and disorders, nutrition, mood and behavior modifiers, emotional development, family living and contemporary health issues.

FRAMINGHAM

Framingham School Department
King School
454 Water Street
Framingham MA 01701

PROGRAM TITLE: Health

CONTACT: Angelo Insalaco, Director
PHONE: (617) 877-1234
GRADE LEVEL: Kindergarten - 12th
STAFF: Entire school staff
TIME: At the discretion of the departments for the school year.
MATERIALS: Written curriculum, community resources.
SPECIAL FEATURES: Implementation with no additional funds or staff.
PROGRAM:

The elementary segments were specifically designed to integrate the health curriculum with the present curriculum and still maintain a comprehensive effect. It was also designed to make the best use of existing materials and time allotments that are presently devoted to teaching subjects such as nutrition and safety education. Thirty minutes per week of health education is taught by the classroom teacher under the aegis of the Physical Education Department. The health materials are distributed through the Elementary Resource Department. An in-service program introduces the Health Program to all elementary teachers. Topics at the elementary level include disease prevention and control, safety, first aid and CPR, body structure and function, nutrition, environmental health and modifying substances.

In-service meetings are scheduled for various departments at the secondary level to assist teachers effectively integrate the Health Education Curriculum into their present subject matter.

Some of the health curriculum in Framingham high schools is offered on an elective basis. Many students, therefore, have not been exposed to the materials and content. However, with the integration of health into the numerous academic areas the health curriculum will reach more students.

The middle school also implements the integrated approach to health education. Units on modifying substances, disease prevention and control, environmental health, body structure and function, safety, first aid and CPR and nutrition are covered. Including some topics in all disciplines reinforces and emphasizes the material for the student.

LANCASTER

Lancaster Middle School
Hollywood Drive
Lancaster MA 01523

PROGRAM TITLE: Nutrition Education

CONTACT: Edeltrout Schlueter, RN
PHONE: (617) 365-2254
GRADE LEVEL: 6th
STAFF: Classroom teachers
TIME: 6 weeks
MATERIALS: Workbooks, films.
SPECIAL FEATURES: Visits to local supermarkets.
PROGRAM:

This program is funded by the Clinton Hospital through the Community Health program. A workshop was held for all 6th grade teachers.

This comprehensive nutrition course includes activities such as reading ingredient labels on foods, comparing prices on various items, studying the value of the four food groups and preparing nutritious meals. The students are encouraged to form good eating habits and to display their knowledge. They produce a video tape on good nutrition practices.

LEICESTER

Leicester High School
Winslow Avenue
Leicester MA 01524

PROGRAM TITLE: Health Education

CONTACT: Robert Nelson
PHONE: (617) 892-8136
GRADE LEVEL: 9th and 10th
STAFF: 2
TIME: One meeting per week/2 semes.
MATERIALS: Current Health magazines,
written curriculum.
PROGRAM:

The health program covers personal health, mental and emotional health, prevention and control of disease, nutrition, substance use and abuse, and accident prevention and safety. Community health, consumer health, environmental health, CPR, survey of body systems and values clarification add depth to the program.

LUNENBURG

Lunenburg Public Schools
1079 Massachusetts Avenue
Lunenburg MA 01462

PROGRAM TITLE: Health Education

CONTACT: Mrs. Barbara Jezak
PHONE: (617) 795-9941
GRADE LEVEL: Kindergarten - 12th
STAFF: 1
DEPARTMENT: Health Education;
elementary school teachers
TIME: Elementary - full year;
Middle - 1 meeting weekly/
for 10 weeks;
High - 2 meetings weekly/
for the full year.
MATERIALS: Written curriculum at high
school level; Current Health
magazines 1 and 2.
PROGRAM:

The Health Education program increases the students' level of health through the wellness concept. Well-being is not merely the absence of illness but involves the practice of preventive measures and good habits to promote overall health and to

lengthen life expectancy. By gaining some basic insight into the functions of the human body, students can then accept the responsibility for making health choices about everyday living that play a major role in attaining positive wellness.

The ten week middle school (grades 6, 7, 8) program covers sex education, nutrition, hygiene and drug education. The classroom teachers in the middle school provide follow-up activities that support material presented by the health educator. Selected topics are covered by the classroom teachers in grades Kindergarten through 5th.

In the senior high school, 9th graders are required to take health and earn 1/4 credit upon completion. Topics covered include personal health and appearance encompassing exercise, fatigue and sleep, nutrition and personal hygiene; drugs, encompassing tobacco, alcohol and other drugs; mental and social health; family living and sex education; diseases including chronic and infectious diseases; safety and first aid with an overview of CPR.

An elective, Human Maintenance and Repair, is offered to 10th - 12th grades for 1 credit. The course, which meets 5 days per week for one year, covers an overview of health, circulatory systems, CPR with Red Cross certification option, respiratory system, sports medicine, standard first aid, mental health, aging, death, sex and family living education.

MARLBOROUGH

Marlborough Public Schools
Bolton Street
Marlborough MA 01752

PROGRAM TITLE: Health Education

CONTACT: Jesse M. Wade
PHONE: (617) 485-8100
GRADE LEVEL: Kindergarten - 6th, 7th, 9th.
STAFF: Elementary - classroom
teachers;
7th - 4 physical education
teachers;

9th - 5 physical education teachers.
 TIME: Elementary - through the full year;
 7th - 1 meeting weekly/year;
 9th - 2 meetings out of every 4 for 2 semesters.
 MATERIALS: Written curriculum; community resources.
 SPECIAL FEATURES: 9th graders are required to pass health for graduation.
 PROGRAM:

Health education at all grade levels covers the following areas:
 mental and social health, physical fitness, drug education, nutrition, ecology, and health and home safety.

MILLBURY

Millbury High School
 12 Martin Street
 Millbury MA 01527

PROGRAM TITLE: Health Education

CONTACT: Mrs. Sylvia Stepien
 PHONE: (617) 865-5841
 GRADE LEVEL: 9th
 STAFF: 2
 DEPARTMENT: Home Economics
 TIME: 5 meetings weekly for the year.
 MATERIALS: Written curriculum, community resources, Houghton-Mifflin Investigating Your Health
 SPECIAL FEATURES: Computer dating (family living unit); observation of school's nursery school.
 PROGRAM:

This is a required course for all freshmen. It uses a factual lecture-information approach. Students are encouraged to discuss questions about personal health and the decision-making process. Topics covered include all of the body systems, nutrition, physical fitness rest and relaxation, family living, drugs and alcohol abuse, consumer health and environmental health.

'Hands-on' activities include blood typing, respiration and fitness tests and participating in the school's nursery school program.

MILLIS

Millis Public Schools
 Millis MA 02054

PROGRAM TITLE: Elementary and Middle School Health Program.

CONTACT: Elementary-Thomas Deffley
 Middle-Dr. Laurence Aronstein
 PHONE: Elem. - (617) 376-8681
 Middle - (617) 376-8221

GRADE LEVEL: 3rd - 6th, 7th and 8th.
 STAFF: Elementary- classroom teachers.
 Middle - 3

TIME: Elementary - 2 meetings weekly/2 semesters;
 Middle - 1 meeting weekly/ every 2 semesters.

MATERIALS: Written curriculum, community resources

SPECIAL FEATURES: Parental consent required at middle school level

PROGRAM:

The elementary level health education curriculum covers hygiene, growth and fitness, sensory perception, dental health and nutrition.

Social/mental health units include the family, feelings, alcohol, drugs and tobacco. Safe living, community and environmental health is also discussed.

The middle school parents and teachers believe the school has an important responsibility to prepare adolescents for the changes that will occur during puberty. The students are provided with accurate factual information along with opportunities for group discussion and individual consultation. The program aims to make the transition into and through adolescence less confusing by educating the youth to understand and cope with the social, emotional, and physiological changes which they will confront.

Content of the course includes discussions on puberty changes, reproductive systems, emotions, cigarettes, drugs and alcohol, attitudes and responsibilities, nutrition, exercise, hygiene, family, peer influence and conformity.

NORTHBORO

Northboro/Southboro School Community
Northboro MA 01532

PROGRAM TITLE: Health Education Study

CONTACT: Dennis M. DiSalvo
PHONE: (617) 393-2478
GRADE LEVEL: K-12
STAFF: To be determined
TIME: To be determined
MATERIALS: Being developed

PROGRAM:

The study committee includes parents, teachers, students, medical personnel, clergy and community agency personnel representing a broad cross-section of ideas, expertise and community opinions. It has explored and examined its own and other communities' curricula and has made recommendations to the superintendent and school committee.

STURBRIDGE

Burgess Elementary School
Cedar Street
Sturbridge MA 01566

PROGRAM TITLE: Health Education

CONTACT: John Snelgrove, Principal
PHONE: (617) 347-7041
GRADE LEVEL: K-6
STAFF: Classroom teachers
TIME: 1-2 meetings per week for full year
MATERIALS: Written curriculum; community resources
SPECIAL FEATURES: "Dynamic 'hands-on' activities."

PROGRAM:

During the Winter of 1980, and Spring of 1981, a Health Education Curriculum Study Group, consisting of parents, teachers and interested people from the school community, established two goals for health education. First, to establish a health education curriculum in the school that would prepare the children to handle problems and stress and would educate them about the result of drugs, alcohol and tobacco abuse on the body. Secondly, to develop a total health curriculum using the body image, values and prevention of harm approach. In addition, the program would attempt to instill a degree of self-esteem in the young people.

The Health Education Curriculum consists of the following topics: growth and development, nutrition, personal health and safety, mental/emotional health and substance use/abuse. For the classroom teachers, each topic outline includes an explanation, terminal objectives and teaching methods for the objectives for each grade.

UXBRIDGE

Uxbridge Public Schools
Capron Street
Uxbridge MA 01569

CONTACT: Carole Mackey
PHONE: (617) 278-3150
GRADE LEVEL: K-12
STAFF: Classroom teachers
TIME: Varies
MATERIALS: Outlines written by teachers; community resources

PROGRAM:

There is no formal health education program in the Uxbridge School System. In grades K-12 health topics are integrated into academic areas at the discretion of the teacher. In the past, students have taken health-related field trips and the elementary students participated in a dental brushing program.



WESTBOROUGH

Westborough School Department
Westborough MA 01581

PROGRAM TITLE: Health Education

CONTACT: Joseph Mewhiney
PHONE: (617) 366-8554
GRADE LEVEL: K-12
STAFF: Classroom teachers
TIME: Varies
MATERIALS: Written curriculum;
community resources

PROGRAM:

This system-wide Health Education program covers: physical health, mental health, social health, consumerism; environmental health and safe living. Health topics are incorporated into the major academic areas.

WESTMINSTER

Westminster Elementary School
Academy Hill
Westminster MA 01473

PROGRAM TITLE: Health Education

CONTACT: Margery Rostedt, RN
PHONE: (617) 874-2043
GRADE LEVEL: K-6
STAFF: 1 school nurse (3-6)
classroom teachers (K-2)
TIME: 1 meeting weekly for
16 weeks
MATERIALS: Community resources;
written curriculum

PROGRAM:

Health education is taught to grades 3-6 by the school nurse. Classroom teachers implement health in grades K-2. The curriculum consists primarily of materials provided by community resources. Topics covered include: personal health, drugs, alcohol, smoking, disease, environment, nutrition, first aid and psychology.

WORCESTER

Worcester Public Schools
20 Irving Street
Worcester MA 01609

PROGRAM TITLE: Substance Abuse
(Pilot Program)
Education

CONTACT: John J. O'Neil
PHONE: (617) 799-3081
GRADE LEVEL: 5th and 6th
STAFF: Classroom teachers
TIME: 1 meeting per week for
1 semester
MATERIALS: Written curriculum;
community resources,
This Side Up booklet

SPECIAL
FEATURES: Peer group teams from
junior high school

PROGRAM:

Six agencies in the field of mental health supply consultants that service the schools via the project. Classroom teachers are trained in six, two-hour sessions after school with a confluent approach to substance abuse education. Consultants from these agencies also work with the administration (principals and staff) to help students. The agencies include teacher referral procedures. An assistant to the project supplies up-to-date information to the teachers on various chemical substances. The peer group teams from the junior high visit each school and communicate via role-playing (skits) and group discussions.



Springfield

AMHERST

Amherst-Pelham Regional
Junior High School
Chestnut Street
Amherst MA 01002

PROGRAM TITLE: Health Education

CONTACT: Carol Staiti
PHONE: (413) 549-3975
GRADE LEVEL: 7-8
STAFF: 1
TIME: 5 meetings per week for
1 semester
MATERIALS: Written curriculum; community
resources.
SPECIAL
FEATURES: Homework assignments in the
form of comparative question-
naires are used in some units
to involve parents and encour-
age parent/teen communications.

PROGRAM:

This Health Education course is an option for 7th and 8th graders. The course examines the impact of health habits on human body performance. The instructional format includes lectures, readings, slide-cassette tape presentations, class discussions and self-evaluations. Students are encouraged to examine their own health habits and values to determine which habits and values serve them well and those that do not.

Topic areas studied include anatomy and physiology, physical and emotional changes during puberty, personality development, coping with loss, drug use/abuse, tobacco, alcohol, nutrition and physical fitness, first aid, diseases, stress and family living.

CHICOPEE

Chicopee Public Schools
180 Broadway
Chicopee MA 01020

PROGRAM TITLE: Health Education

CONTACT: Herbert H. Curry
PHONE: (413) 592-6111 X 516
GRADE LEVEL: 7-9, 11-12
STAFF: Middle - 2, High - 4.
DEPARTMENT: Physical education
TIME: Middle - 2 meetings per week
for 1 semester;
High - 5 meetings per week
for 1 semester.
MATERIALS: Written curriculum; com-
munity resources.
SPECIAL
FEATURES: Basic and Standard First Aid
Certification required in
grades 7-9.

PROGRAM:

Health Education for grades 7, 8 and 9 includes topics such as personal safety and health, drugs, tobacco and alcohol use/abuse, mental health and consumer health education.

"Family Living" is an elective course offered to students in grades 11 and 12. Topics studied include marriage, budgeting and children. The students evaluate potential problems and solutions that may arise in a family situation.



EASTHAMPTON

White Brook Middle School
200 Park Street
Easthampton MA 01027

CONTACT: Karen Bucala
PHONE: (413) 527-6000
GRADE LEVEL: 5 and 7
STAFF: 1
TIME: 2 meetings per week for
2 semesters.
MATERIALS: Textbook outlines for Scott
Foresman Series, You and
Your Health; Health and
Growth and Modern Health
Investigations; community
resources.

PROGRAM:

Health Education in the middle school is based on the premise that through the presentation of accurate and scientific health information and concepts, students develop healthy attitudes, interest and values; and this in turn will promote healthful decision-making behavior. Emphasis is placed on the student understanding himself/herself as a physical, emotional, and social being. The program provides the student with opportunities to develop skills in dealing with individual needs, capacities and development. Topics studied are based on the outlines presented by the various texts used including: environmental health, consumerism, nutrition, human anatomy and physiology, drugs, alcohol, tobacco, safety and first aid. With parental permission, 5th grade girls take a course in menstrual hygiene.

HAMPDEN

Hampden Public Schools
85 Wilbraham Road
Hampden MA 01036

PROGRAM TITLE: Proposed Health Education
Curriculum

CONTACT: Benedetto Pallotta
PHONE: (413) 566-3931
GRADE LEVEL: Kindergarten - 8th grade
STAFF: To be determined
TIME: To be determined
MATERIALS: Curriculum is in developmen-
tal stage.

PROGRAM:

The program is in the developmental stage. The committee designing the curriculum is comprised of teachers, parents and administrators. A 'parents' night' was held at the intermediate school to explain the program and there was 100% support and endorsement from the parents present.

The first phase of the program was introduced in the fall of 1981. Films on the growth and development of the body were presented to the students. After viewing the films students were organized into small discussion groups according to gender. Parents, teachers, school nurse and volunteers from the community served as group leaders.

HOLYOKE

Holyoke Public Schools
500 Beech Street
Holyoke MA 01040

PROGRAM TITLE: Health Education

CONTACT: Don Bergeron
PHONE: (413) 533-6466
GRADE LEVEL: 7 - 12
STAFF: Middle - 1/2; High - 1.
TIME: Middle - 1 meeting per week
for 1 semester;
High - 2 meetings per week
for 6 weeks.
MATERIALS: Written curriculum; Laidlaw
Series on Health; community
resources.

PROGRAM:

Topics covered in health education include nutrition, mental health, disease control, safety and first aid, consumer health, smoking, alcohol, drugs and narcotics, and family living. An educator from the Holyoke Hospital Family Planning Center teaches the human sexuality unit.

MONSON

Monson School Department
State Street
Monson MA 01051

PROGRAM TITLE: Health Education Proposal

CONTACT: Peter Matrow, Health
Curriculum Chairman

PHONE: (413) 267-4857

GRADE LEVEL: Kindergarten - 12

STAFF: To be determined

TIME: To be determined

MATERIALS Curriculum now being written

SPECIAL

FEATURES: To be determined

PROGRAM:

A curriculum is now being developed by a committee consisting of parents, students, clergy, physicians, public officials, educators and other interested citizens. Special consideration is being given to physical health, mental health, emotional health, including social aspects of these topics.

RUSSELL

Russell Elementary School
Gateway Regional School District
Russell MA 01071

PROGRAM TITLE: Personal Safety

CONTACT: Shirley Provost Brown

PHONE: (413) 586-8680

GRADE LEVEL: Kindergarten-4

STAFF: Classroom teachers

TIME: 1 meeting a week for 6 weeks

MATERIALS: Written curriculum; community
resources.

PROGRAM:

The National Center on Child Abuse and Neglect awarded a grant to the Consultation and Education Unit of the Franklin/Hampshire Community Mental Health Center to develop and implement a two-year pilot project in the Gateway Regional School Department. Developing and implementing a curriculum for preventing the sexual abuse of children is the major focus of the grant.

The curriculum addresses several issues related to sexual abuse. Children are taught about the "touch continuum", that is helping them identify the difference between exploitative and nurturing touch. Children are made aware of social services that are available to them and the assistance they can receive from families, relatives, friends, neighbors, schools and the community. Through role plays and discussions students develop skills in resisting and avoiding unsafe situations. They also develop and practice problem-solving skills to generate alternatives for themselves in unsafe situations.

Education is the most effective method of preventing sexual abuse. Through the development of creative problem-solving skills and an understanding of the concept of social support systems, students develop the skills necessary to prevent sexual abuse and to insure safety throughout their lives.

SPRINGFIELD

Springfield Public Schools
195 State Street
Springfield MA 01103

PROGRAM TITLE: Substance Abuse Education

CONTACT: Monte Flagg

PHONE: (413) 787-7129

GRADE LEVEL: 7 - 12

STAFF: 3 teacher/counselors

DEPARTMENT: Health Education/Bureau
of Pupil Services

TIME: Varies

MATERIALS: Written curriculum; community
resources.

SPECIAL

FEATURES: Student Assistance Program

PROGRAM:

Three teacher/counselors are assigned to the 10 secondary schools. The program educates students about all phases of substance abuse. Students are referred to the teacher/counselors by individual schools through the Pupil Services Department.

The teacher/counselors are also responsible for planning and conducting special programs for teachers and parents. They coordinate the purchase of media materials for school media centers and serve as resource people for the various schools.

TURNERS FALLS

Franklin County Technical School
Industrial Boulevard
Turners Falls MA 01376

PROGRAM TITLE: Human Biology

CONTACT: Francis Zak
PHONE: (413) 863-9561
GRADE LEVEL: 9th - 12th
STAFF: Classroom teachers
DEPARTMENT: Science, social studies,
physical education.
TIME: Varies, depends on academic
schedule.
MATERIALS: Written curriculum being
developed.
PROGRAM:

The proposed Human Biology program will be integrated into major academic areas and physical education. Students will be introduced to topic areas such as anatomy and physiology, the meaning of health, emergency first aid, health maintenance, chemical substance use/abuse, community health, mental health, human sexuality, growth and development.

TURNERS FALLS

Hillcrest School
Griswold Street
Turners Falls MA 01376

PROGRAM TITLE: Health Education

CONTACT: Elizabeth Kirkwood, RN
PHONE: (413) 863-2683
GRADE LEVEL: Kindergarten - 6th.
STAFF: Classroom teachers, school
nurse.
TIME: Integrated into daily
activities.

MATERIALS: Written curriculum; community
resources

SPECIAL

FEATURES: Students present holiday
buffets in the school cafe-
teria.

PROGRAM:

The Health Education program is 11 years old. Health topics integrated into the academic areas include nutrition, safety, personal hygiene, community health, mood modifiers, and the family and family problems. Growth and development which covers exercise and rest, is also included. A class trip to the local grocery store is a feature of the consumerism unit. The fluoride mouthrinse/dental program is implemented weekly.

TURNERS FALLS

Turners Falls High School
Turnpike Road
Montague MA 01351

PROGRAM TITLE: Health

CONTACT: Gary Mullins
PHONE: (413)863-9341
GRADE LEVEL: 9th grade
STAFF: 1
DEPARTMENT: Physical education
TIME: 5 meetings biweekly for a
full year.
MATERIALS: Written curriculum; community
resources.
PROGRAM:

Health is a required course for all 9th grade students. Topics studied include mental health, nutrition, drugs and narcotics sex education (based on anonymous written questions from the class), diseases, consumer education, and first aid and safety. CPR and first aid are offered as electives for juniors and seniors.

WARE

Church Street School
68 Church Street
Ware MA 01082

CONTACT: David W. Carlson
PHONE: (413) 967-6903
GRADE LEVEL: 6, 7, 8
STAFF: Classroom teachers
TIME: Integrated into academic areas
MATERIALS: Audiovisual aids; community resource material.
PROGRAM:

Health education is taught through a variety of academic subjects. The grade 6 science curriculum includes alcohol, drugs and tobacco. The seventh grade science curriculum covers safety and tobacco, while the social studies curriculum covers community health, consumer health and environmental health. Cancer and drugs are discussed in grade 8.

WARE

Ware Elementary School
Off Gould Road
Ware MA 01082

CONTACT: Carolyn E. Streeter, Principal
PHONE: (413) 967-6236
GRADE LEVEL: Kindergarten - 5th
STAFF: Classroom teachers
TIME: An average of 2 meetings per week for 2 semesters
MATERIALS: Written curriculum; community resources.
PROGRAM:

The Health Education curriculum is based on both the State Department of Education's Health curriculum and individual units written by classroom teachers. Topics covered include physical health, mental health, social health, consumer health and safe living.

WARE

Ware High School
Palmer Road
Ware MA 01082

CONTACT: Peter V. Thamel, Principal
PHONE: (413) 967-6234
GRADE LEVEL: 9 - 12
STAFF: Classroom teachers
TIME: Varies depending on academic schedule.
MATERIALS: Science based curriculum.
PROGRAM:

Approximately 2 hours per year are spent on safety in the chemistry lab. Topics discussed include dangers of hazardous chemicals and radiation.

In biology, 5 days are devoted to nutrition. Another 5 days are set aside for discussion on the prevention and control of diseases.

WARE

Ware High School
Palmer Road
Ware MA 01082

PROGRAM TITLE: Home Economics
CONTACT: Peter V. Thamel, Principal
PHONE: (413) 967-6234
GRADE LEVEL: 9-12
STAFF: Home Economics Department
TIME: Depends on home economics schedule
MATERIALS: Written curriculum; textbooks.
PROGRAM:

Personal, mental, and emotional health; the prevention and control of diseases; nutrition; accident prevention and safety; and consumer health are included in home economics. Proper hygiene and good health habits are the focus of discussions during the five-hour personal health unit. Discussions about mental health stress the importance of communication. The prevention and control of diseases is addressed through discussions about diet, childhood diseases, the body's defenses, and immunization. The forty hour nutrition unit includes the four basic food groups and the absorption of food into the body. Accident prevention and safety covers the treatment of burns, poisons and exposure; safety in the home, particularly the kitchen; and babysitting safety. Choosing proper medical care is discussed in consumer health.

Pittsfield

CLARKSBURG

Clarksburg School Department
Route 19
Clarksburg MA 02147

PROGRAM TITLE: Health

CONTACT: Donna Backstrom, RN
PHONE: (413) 663-8735
GRADE LEVEL: 7 and 8
STAFF: 1, school nurse
TIME: 3 meetings per week for
2 semesters
MATERIALS: Text - Health and Growth
Community resources, video
tapes.

SPECIAL
FEATURES: Puppet show on handicaps.

PROGRAM:

Special programs are conducted at various grade levels in conjunction with health services and in response to special needs. For example, personal health, dental health/ fluoride rinsing programs are all included in the elementary grades. Screening for scoliosis and vaccine administration is done systemwide also. Health topics including drug use/abuse, safety, public health, nutrition, sleep and exercise, body processes, personality, consumerism and pollution issues are incorporated in reading, science and career education classes at the 7th and 8th grade levels.



DALTON

Nessacus Middle School
120 First Street
Dalton MA 01226

PROGRAM TITLE: Health Education

CONTACT: Sharon Corliss
PHONE: (413) 684-0780
GRADE LEVEL: 7th Grade
STAFF: 2
DEPARTMENT: Physical education
TIME: 1 meeting per week for
4 semesters
MATERIALS: Written curriculum,
community resources,
Scott Foresman series -
You and Your Health

SPECIAL
FEATURES: Student puppet shows, role
playing, student
interviews, many other
dynamic 'hands on' activities.

PROGRAM:

The scope of this program deals with the student's awareness of her/his body and how his/her surroundings can effect that awareness. The class meets for 50 minutes once every 7 days for the entire year. Requirements include a project each semester (4 total), completion of home-work assignments and an up-to-date notebook containing all information she/he obtains during class. There is no formal testing and students are graded on a numerical scale (100-155).

Topics, including personality, social interaction, drugs and alcohol, human systems, diseases, exercise and sleep, nutrition, consumerism, safety and first aid and environmental factors are covered in the order presented in the textbook and supplemental information from community resources, etc., are included.

LEE

Lee Public Schools
122 High Street
Lee MA 01238

PRGRAM TITLE: Dental Health

CONTACT: Mrs. Joan Piacquodio, RN
PHONE: (413) 243-0336
GRADE LEVEL: Kindergarten - 4th
STAFF: 1, nurse
TIME: 1 meeting per week for
1 semester
MATERIALS: Written curriculum, dental
devices and games

SPECIAL

FEATURES: Many 'hands-on' games and
activities.

PROGRAM:

This program, sponsored by the Berkshire District Dental Society, covers tooth structure, brushing, flossing, fluoride rinse and nutrition. Crest toothbrush kits, floss and filmstrips such as 'Toothtown USA' and 'The Invisible Invaders on Report Card Way' are some of the many materials used. With parental permission, children in grades K - 4 participate in a weekly fluoride rinse for the entire school year.

NORTHFIELD

#18 School Union (including Pioneer Valley Regional High School, Northfield, Leyden, and Warwick Elementary Schools)

CONTACT: Polly Davis, RN
PHONE: (413) 498-2931
GRADE LEVEL: Kindergarten - 12th
STAFF: Elementary: school nurse,
classroom teachers;
7th - 12th: nurse and class
room teachers
MATERIALS: K-6: curriculum now being
written; 7 -12: partially
completed, community re-
sources.

PROGRAM:

The health education curriculum includes the study of nutrition, dental health, growth & development, personal hygiene, venereal disease, CPR, first aid and sexuality.

SHEFFIELD

South Berkshire Regional Schools
Sheffield MA 01257

PROGRAM TITLE: Health Education

CONTACT: Paul O'Brien
PHONE: (413) 229-8778
GRADE LEVEL: 1 - 9
STAFF: Varies
TIME: Varies according to
academic schedule
MATERIALS: Written curriculum; com-
munity resources.

PROGRAM:

At the elementary level the 4 major health areas are examined: nutrition (grades 1-6), smoking awareness(grades 5-6), drug and alcohol awareness (grades 5-6), and sex education (grades 1-6).

Grades 1-4 utilize nutrition materials provided by the New England Dairy Council while grades 5 and 6 use materials presented in the text From the Inside Out. A family-style eating arrangement is a feature of lunch break for 5th and 6th grade students.

Smoking awareness is emphasized in grades 5-6. The program is presented to students in all disciplines for an intensive 3-5 day period. Smoking machines demonstrate the ill effects of smoke on the respiratory system.

Alcohol and drug awareness discussions are introduced to 5th and 6th graders.

'Learning about Myself and Others' is a sex education program developed for grades 1-6. The sessions are held during the evening to allow parents to participate in the learning experience along with their children. Grades 1 and 2 have one meeting each; grades 3 and 4 have 2 meetings each and grades 5 and 6 have 4 meetings each.

With the exception of the sex education unit, programs taught at the elementary level are also presented at the junior high level. The materials are geared toward the cognitive and affective capabilities of junior high students.

The 7th grade students study nutrition, drug and alcohol awareness, and smoking awareness.

Health, which is mandatory for grade 8, starts with hygiene, mental health, alcohol awareness, drug education, first aid, safety, and ends with nutrition.

The drugs and alcohol program for ninth grade students is held during the evening to encourage parental participation. The program consists of five one-hour sessions.

WESTHAMPTON

Hampshire Regional High School
Westhampton MA 01906

PROGRAM TITLE: Health Education

CONTACT: Colleen Kelley
PHONE: (413) 266-7770
GRADE LEVEL: 7th and 8th
STAFF: 1
TIME: 5 meetings per week
MATERIALS: Written curriculum; community resources.

SPECIAL
FEATURES: Parent education on drug and alcohol use.

PROGRAM:

This course aims to assist in changing behavior patterns to encourage good habits that produce and maintain good health. Other topics include the importance of the family to society; developing a favorable self-image and understanding one's personal philosophy about good health. Nutrition, alcohol use, abuse and misuse, smoking, drugs, sexuality, and the development of personal and physical health are discussed in grade seven. Eighth grade students explore emotional development, dealing with stress, marijuana and CPR. Values clarification and decision-making is emphasized on both grade levels.

WILLIAMSTOWN

Williamstown Public Schools
School Street
Williamstown MA 01267

PROGRAM TITLE: Health and Human Development

CONTACT: Howard W. Smith, Principal
PHONE: (413) 458-5707
GRADE LEVEL: Kindergarten - 6
STAFF: Classroom teachers
TIME: Meetings vary during the year.
MATERIALS: Written curriculum; community resources.

PROGRAM:

The curriculum in each area is designed as an integral part of the science program at each grade level. Topics covered include mental health, physical health, nutrition, chemical substance use and abuse, human development including human and animal reproduction, and maturation.

The mental health curriculum explores issues affecting self-image. The physical health curriculum examines the relationship between the composition of food types and health, backed by a strong nutrition policy in the cafeteria. This policy also makes recommendations to parents about school or party snacks. The chemical substance curriculum distinguishes between which are 'friends' and those which are 'enemies'. Students examine the effects of excessive sugar, salt, food additives, alcohol, smoking and drug misuse/abuse. The human development curriculum discusses male/female differences, body parts, reproduction, development of the fetus, and physical changes associated with puberty.

Specific concepts are designated for presentation at each level. Each concept presents a content area followed by suggested activities, resources and vocabulary. Health topics are also integrated into other subject areas.

Northeast

ACTON

Acton Public Schools and Acton-Boxborough
Regional Schools
16 Charter Road
Acton MA 01720

PROGRAM TITLE: Health Education

CONTACT: Gary G. Baker
Assistant Superintendent
PHONE: (617) 263-9503
GRADE LEVEL: 4-10
STAFF: All elementary classroom teachers;
1 junior high and 1 senior high
school teacher
DEPARTMENT: Elementary, science; secondary,
physical education
TIME: Elementary - 1 meeting per week
all year; junior and senior high
school - 2 meetings per week all
year
MATERIALS: Written curriculum, Laidlaw
series textbooks for grades 4-6

PROGRAM:

The Health Education program covers topics in mental health, physiological development, safety, diseases, nutrition, drugs, alcohol and tobacco, human reproduction, first aid, cardio-pulmonary resuscitation (CPR), body injuries and rehabilitation.

BEDFORD

Hanscom School
Ent Road
Bedford MA 01730

CONTACT: Audrey R. Duggan, RN
PHONE: (617) 274-7723
GRADE LEVEL: K-3, 6-8
STAFF: School nurse; elementary class-
room teachers; middle school
physical education staff
MATERIALS: Written curriculum, community
resources

PROGRAM:

The Seattle curriculum is utilized in grades K-3. In 1980-81 the program was piloted in grade two and is now offered to grades K-1. Next year (1982-83) the program will be integrated into grades 2 and 3. The material is presented by classroom teachers.

The middle school offers a comprehensive program covering for the 6th graders such topics as first aid, safety, mental and emotional well-being, tobacco and dental health. The 7th graders are taught about alcohol, consumer issues, environmental issues and first aid. The 8th grade course covers first aid, the environment, nutrition and drugs. The courses are taught by the physical education staff. The school nurse teaches first aid.

BEDFORD

Bedford High School
1 Mudge Way
Bedford MA 01730

PROGRAM TITLE: Health Education

CONTACT: Lisa McManus
PHONE: (617) 275-1700
GRADE LEVEL: 9th and 10th
STAFF: 1
DEPARTMENT: Science
TIME: 3 meetings per week, 1
semester
MATERIALS: Written curriculum, Red Cross
mannequin and materials

PROGRAM:

This Health Education course is offered to students for 1 1/2 credits. Topics covered are: first aid, CPR, alcohol and other drugs. Upon completion of the course students have the opportunity to become certified in first aid and CPR. The Red Cross First Aid book is used extensively. The topic of drugs is presented in discussion form to encourage the student's clarification of values and decision-making.

BEVERLY

Beverly Public Schools - Health Education
4 Colon Street
Beverly MA 01915

CONTACT: Dr. Thomas J. Durkin
PHONE: (617) 927-5651
GRADE LEVEL: K-12
STAFF: Elementary - 97; middle - 12;
high - 7
TIME: Elementary - 2 meetings weekly
for 2 semesters; middle - 1
meeting weekly for 2 semesters;
high - 3 meetings weekly for 1/2
semester
MATERIALS: Written curriculum, Laidlaw/
Scott Foresman Texts, community
resources
SPECIAL
FEATURES: Peer education program, field
trips.

PROGRAM:

This program is a sequentially developed comprehensive health education program. It addresses critical health issues such as: drug information, consumer health, preventing disease and arresting disorders, avoiding accidents, CPR, first aid, dental health, methods of controlling earth pollutants, understanding ourselves and others, decision-making, nutrition and human sexuality. Elementary (K-5) classroom teachers, individually or in a team situation, cover a prescribed outline. There are several system-wide field trips to local hospitals and visits from health professionals. Designated teachers within a team setting are responsible for the middle school health program (6-8). At this level a health-oriented outdoor education curriculum is available at the teacher's option. The high school health program is conducted at the 9th grade level by physical education/health teachers. Two popular electives 'Para Medical Science' and 'Emergency Medical Skills' are offered to grades 11 and 12 by the Science Department.

BEVERLY

North Shore Regional Vocational High School
20 Balch Street
Beverly MA 01915

CONTACT: Don Hennigar
PHONE: (617) 927-6178
GRADE LEVEL: 10-12
STAFF: 5
DEPARTMENT: Physical education
TIME: 1 meeting weekly for 2
semesters
MATERIALS: Written curriculum,
community resources

PROGRAM:

The physical education curriculum devotes one class per week to health education. The program has been in existence for six years and is mandatory for sophomores, juniors, and seniors. Topic areas include the study of body systems and a detailed unit on substance use/abuse and cover first aid and mental health topics. Seniors study nutrition, diet and weight control, fitness and again review substance use and abuse.

BURLINGTON

Burlington School Department
Center Street
Burlington MA 01803

CONTACT: Richard Verzone, Director of
Health; Clare Cabral, Health
Educator
PHONE: (617) 272-7919 or 273-1870
x272
GRADE LEVEL: K-10
STAFF: Elementary - 1; middle - 2;
high - 2
TIME: Elementary - 1 meeting weekly;
middle - 4 meetings weekly
for 1 semester; high - 4
meetings weekly for 1
semester
MATERIALS: Written curriculum, community
resources, Current Health
magazines

PROGRAM:

Health education is mandatory in Burlington and is taught by health educators in grades 5, 6, 8 and 10. Sophomores are required to pass health. One health educator works in four elementary schools and classroom teachers conduct follow-up lessons.

The 10th grade program has been in existence for 15 years, the 8th grade program is 11 years old and the 5th grade program is 5 years old.

Innovative programs include death and dying (8th grade program). Information on sexually transmitted diseases has been included in the 8th grade program for 8 years. Stress management, divorce and separation, and teenage suicide are also included in the 8th grade curriculum. CPR was introduced to the 10th grade curriculum 4 years ago.

The variety of speakers in health classes is quite diverse: skin/care/hair specialists spoke during the Personal Health unit; an athletic trainer discussed sports injuries during the Fitness unit; a representative from the Samaritans addressed teenage suicide.

CHELMSFORD

Chelmsford School Department
75 Graniteville Road
North Chelmsford MA 01863

PROGRAM TITLE: Health Education

CONTACT: Robert D. Bennett
PHONE: (617) 251-4961 x 33
GRADE LEVEL: 1-6; 7; 9 and 12
STAFF: Elementary classroom teachers;
2 middle and 2 high school
teachers
DEPARTMENT: Science
TIME: Elementary - 1-2 meetings
weekly per year; junior - 2
meetings weekly for 2 semes-
ters; high - 2 meetings
weekly for 2 semesters
MATERIALS: Written curriculum, community
resources

PROGRAM:

Health Education in grades 1-6 utilize the Scott Foresman series, "Health and Growth." Additional topics at the elementary level: safety, poison prevention and fire safety are offered in conjunction with Jay-cee Women's Organization. Seventh and 9th graders study topics including first aid, CPR, sexuality and substance abuse.

DANVERS

Danvers Public Schools
60 Cabot Road
Danvers MA 01923

CONTACT: Richard Lynch
PHONE: (617) 774-4800
GRADE LEVEL: K-12
STAFF: Elementary - classroom teachers,
middle and senior high 5.3.
TIME: Middle and senior high - 2 1/2
meetings weekly for 2 semesters
MATERIALS: "infinite, too many to mention"
SPECIAL
FEATURES: CPR, drugs, elementary sex
education.

PROGRAM:

Grades 7-10 have compulsory health education courses. Course titles are "Interactions" (grade 7), "Human Ecology" (grade 8), "Growing and Becoming" (grade 9), and "Maturity and Being" for grade 10. There are three elective courses offered to grades 11 and 12: On Your Own, Introduction to Child Development and Standard First Aid/CPR. The Danvers school system has a balanced program of physical, mental and social health. Courses offer each person the opportunity to learn the value of optimum health and emotional well-being. Moreover, the program also enables each student to possess sufficient health knowledge to promote intellectual development and to aid in effective decision-making processes. Fostering an awareness of occupational opportunities within the health field is another objective of the program.

GROTON

Groton-Dunstable Secondary School
Groton MA 01450

PROGRAM TITLE: Health

CONTACT: Betty Ireland
PHONE: (617) 448-6362
GRADE LEVEL: 8th and 10th
STAFF: 8th - 4; 10th - 2
DEPARTMENT: Physical education
TIME: 8th grade - 1 meeting per week
for 2 semesters; 10th grade -
5 meetings per week for 1
semester

MATERIALS: Written curriculum community resources

PROGRAM:

Both health courses provide students with information which will enable them to make life decisions based on knowledge. The 8th grade course focuses on facts and issues related to physical fitness, first aid and safety, common medical disorders, smoking, drugs and alcohol, consumer health and advertising, and physical growth, development and reproduction. The 10th grade course provides students with facts and issues about chemical abuse, sexuality, safety, physical and emotional health, fitness and nutrition. Emphasis is placed on self-responsibility. Through learning about the physical, mental and emotional aspects of health, the student develops a well-defined self-image and an awareness of his/her individual values, strengths and limitations.

HAVERHILL

Whittier Regional Vocational Technical
High School
115 Amesbury Line Road
Haverhill MA 01830

PROGRAM TITLE: Health Education

CONTACT: Leonard LaGrange
Beverly MacBurnie, RN
PHONE: (617) 373-4101 X 111
GRADE LEVEL: Primarily freshmen
TIME: 5 times weekly every other week for 2 quarters
STAFF: 1 full time, 3 part time
DEPARTMENT: Health occupations
MATERIALS: Written curriculum including audiovisual aids, community resources

SPECIAL
FEATURES: Guest speakers.

PROGRAM:

Health is mandatory for 9th graders. Physical, mental and social health, disease, safety/first aid, fitness, sex and relationships, breast and uterine cancer, CPR, dental health and nutrition are a sampling of the subject areas included. Special units focus on women's health issues such as breast and uterine cancer for the 9th grade women, and a

field trip to a dental operatory conducted by a registered dental hygienist for students interested in Dental Health/Hygiene. CPR is offered to upperclass and post-secondary students.

IPSWICH

Department of Special Education Health Services
Doyon School
Linebrook Road
Ipswich MA 01938

CONTACT: Violet DeMille, RN
PHONE: (617) 356-3137
GRADE LEVEL: K-12
STAFF: Classroom teachers; 10th grade
DEPARTMENT: Science (10th grade)
TIME: Elementary - through year; 10th - 1 semester
MATERIALS: Films; 3M Health program; Health textbooks

PROGRAM:

Health education for grades K-6 focuses on topics such as: nutrition, smoking and alcohol, environmental issues, accidents and safety, reproductive system and physical fitness. The 6th grade health is taught by the science teacher. Tenth grade students are introduced to issues and facts related to smoking and alcohol, the reproductive system, heredity, cancer and physical fitness.

LAWRENCE

Leahy School
237 Essex Street
Lawrence MA 01840

PROGRAM: Project Good Health

CONTACT: Norah McCarthy
PHONE: (617) 683-2785, 682-1506
GRADE LEVEL: K-6
STAFF: Classroom teachers
TIME: 6 hours
MATERIALS: Written curriculum and packets that include posters and short stories

SPECIAL
FEATURES: Early and periodic physical and psychological screening with a subsequent treatment plan is available to any student through parent or teacher request.

PROGRAM:

This pilot program was developed by Project Good Health, a federally funded three-year research and demonstration program. The program is based on the belief that each child must be healthy in order to realize his/her fullest potential, and to develop an awareness of self-importance. Through learning packets developed under the direction of this project, children become aware of how they look and learn and how to care for their own needs in order to feel and look their best. These packets supplement the local health curriculum.

The program has a mascot to motivate the program, 'Handy Andy': the octopus who gives healthful hints. His slogan is "Reach Out for Good Health"! Andy reinforces his message through the use of posters, short stories, poems and activity sheets. Andy also serves as a thread of continuity throughout the packets.

The first packet covers personal and dental hygiene and stresses a 'hands-on' approach to personal cleanliness. Packet two is devoted to nutrition while packet three fosters safety.

All three packets can be used effectively within the scheduled six hours. A listing of local resource agencies which provide speakers and materials is included in the packets.

LAWRENCE

Magnet Junior High School
483 Lowell Street
Lawrence MA 01841

CONTACT: M. Loffredo, guidance
PHONE: (617) 686-0185
GRADE LEVEL: 7-8
STAFF: 5
TIME: 32 meetings for 2 semesters*
MATERIALS: Written curriculum including
audiovisual aids

*Supplementary will be done 6 hours per week for 7th grade. Eighth grade will be done at teacher's discretion for the remainder of the semester.

PROGRAM:

This course provides accurate information about: menstruation, social and emotional changes in boys and girls, pregnancy/birth, dating and venereal disease. The teacher provides opportunities for open discussion, decision-making and self-responsibility.

LAWRENCE

Oliver Junior High School
183 Haverhill Street
Lawrence MA 01841

CONTACT: Jean K. Zajec
PHONE: (617) 682-6039
GRADE LEVEL: 8
STAFF: 5
DEPARTMENT: Science
TIME: 5 meetings weekly for 2 semesters
MATERIALS: Written curriculum including
audiovisual aids, frogs, models

SPECIAL
FEATURES: Frog dissection.

PROGRAM:

The Life Science course starts with a discussion of the structure and function of a cell. The body systems are then studied. Diseases, nutrition, health and safety, drugs and alcohol are also investigated during the year.

LAWRENCE

Lawrence High School
223 Haverill Street
Lawrence MA 01841

CONTACT: Glenn Alsup, Ellen Matthews
PHONE: (617) 683-8701
GRADE LEVEL: 9-10
STAFF: 2
DEPARTMENT: Physical education
TIME: 2 meetings weekly for 2 semesters
MATERIALS: General outline written by
instructor; community resources

PROGRAM:

Topics in the health course include basic anatomy and physiology, drug use/abuse including alcohol, introduction to first aid and CPR and capsule topics on nutrition and smoking. Due to cuts required by Proposition 2 1/2, the health course was drastically reduced from a 5 day per week course for 1 semester to 2 days per week for the entire year. This change in schedule prevents the previous type of continuity within the program and thus resulted in the cancellation and curtailment of many of the activities that were done in the past.

MERRIMAC

Donaghue School
Union Street
Merrimac MA 01860

CONTACT: Ms. Annette Autiello
PHONE: (617) 346-8921
GRADE LEVEL: K-12

PROGRAM:

A program is now being designed by a committee consisting of elementary and secondary teaching staff, administrators and parents. Material should be available by June 1982.

NORTH ANDOVER

Department of Health and Physical Education
Chickering Road
North Andover MA 01845

CONTACT: Robert Licare, supervisor
PHONE: (617) 682-4198
GRADE LEVEL: K-5; 8 and 10
STAFF: K-5=1; 8th=1; 10th=4
DEPARTMENT: Physical education
TIME: Elementary - 1 meeting per week for 1/2 year; junior high - 1 meeting per week for year, senior high - same
MATERIALS: Written curriculum, community resources
SPECIAL FEATURES: Parental approval is required for a student to take the venereal disease and sexuality unit.

PROGRAM:

Health Education is mandated by law for public schools. The North Andover course covers: personal health, nutrition, first aid, community health, mental and emotional health, social problems dealing with alcohol, smoking, venereal disease, and other drugs including narcotics.

READING

Reading Memorial High School
62 Oakland Road
Reading MA 01867

PROGRAM TITLE: Decisions

CONTACT: Mark Alterio
PHONE: (617) 944-2850
GRADE LEVEL: 9-12
STAFF: 3
DEPARTMENT: Physical education/social studies
TIME: 1 meeting every other day of 6 day cycle for school year
MATERIALS: Written curriculum, community resources
SPECIAL FEATURES: Program is a sequence of four courses which feature decision-making.

PROGRAM:

The 'Decisions' courses are a systematic coordinated program that help students examine the basic causes of their own human needs, learn to weigh evidence in forming an opinion, and test the decision process on a variety of social, political, economic and personal problems. The program gives students practice in making ethical and value-laden decisions in a societal setting. The courses are not intended to teach any prescribed set of values; nor are students forced to make decisions. Emphasis is placed on understanding the process of intelligent and wise decision-making. Decisions I, a requirement that meets every other day for the entire year, develops a working knowledge of the decision-making process and applies it to various topics such as: values, interpersonal relations, alcohol, smoking, drugs, sexuality, diet and physical

fitness. Tenth graders are required to take Decisions II. The students explore various career opportunities including those in the health field. Decisions III, requirement for juniors, explores human behavior through the various aspects of psychological health. Decisions IV, an elective for seniors, explores topics related to marriage and the family. Other health-related courses are Child Development, an elective for 12th graders. Human Biology is a non-laboratory elective course offered to 10-12th graders. Anatomy and Physiology is an elective for both juniors and seniors.

READING

Reading High School
Coolidge Junior High School
Birch Meadow School
Reading MA 01867

PROGRAM TITLE: 735 Incorporated for Alcohol,
Drug and Smoking Abuse
Prevention

CONTACT: Dawn Sibor (617) 662-7352
(735 Inc.) for high school

Dennis Murphy (617) 944-2335
Birch Meadows

Al Lahood (617) 944-9236
Coolidge Junior High

GRADE LEVELS: 5-8 (for program)
10-12 (peer educators)

STAFF: 4 per elementary school; 4 per
middle school, approximately 60
high school students

TIME: Elementary - 1 meeting/month
for 2 semesters; middle - 1
meeting/month for 2 semesters;
high - 2 meetings/month for 2
semesters

MATERIALS: Written curriculum designed by
735 Incorporated including
materials from community re-
sources

SPECIAL
FEATURES: Utilization of high school stu-
dents as peer educators, teacher
and parent training workshops.

PROGRAM:

For the past 4 years the Reading School Department, in cooperation with 735 Incorporated (a local non-profit human service agency serving the Eastern Middlesex area), has conducted an alcohol, drug and smoking abuse prevention program. 735 Inc. trains approximately 60 Reading high school students, 36 grade 5-6 teachers and 8 junior high science teachers to implement the curricula for all Reading fifth, sixth and seventh graders.

All Reading junior high school students receive an extensive life skills curriculum in seventh grade. The program covers the use and abuse of all drugs and their physiological and psychological effects. This curriculum is taught only by junior high school teachers.

Reading eighth graders are offered an assembly program and the 735 Inc. drug education program. These two programs expand upon the life skills curriculum and 735 Inc. program and are based upon the research and curriculum developed by Dr. Alfred McAlister of the Harvard School of Public Health. For 3 years 735 Inc. and the Reading Public Schools worked with Dr. McAlister on his Youth Health Promotion Project. The focal point of the program was the junior high schools. The program teaches elementary and junior high school students about responsible decision-making, values and facts related to alcohol, drugs and smoking. Learning how to resist peer pressures to use/abuse these substances is an important aspect of this program.

High school students volunteer their time to be peer leaders and receive extensive training by 735 Inc. staff after school. Teachers are also trained after school by the 735 Inc. staff. Parent training workshops are offered in the evening and open to all interested parents in the Reading community.

The alcohol, drug and smoking programs for 5-8 grade students are conducted in the school during regularly scheduled classes. The program uses slides, role plays, discussion groups, and games. High school peer leaders conduct 3-4 sessions in the classrooms. Faculty teach 2 or 3 sessions and the 735 Inc. staff conduct 2 sessions. This program begins in late fall and continues at one month intervals throughout the year.

OUTCOMES:

Formal evaluation materials are now being analyzed. Teachers and principals from the junior and senior high schools, however, report seeing fewer smokers and less drug use since this program began 4 years ago.

COST:

735 Incorporated receives state and federal grants to conduct this program in the Melrose, Stoneham, Reading and Wakefield school systems. Funds are used for peer leader training, supervision, curriculum, resource materials and 735 Inc. staff. The current funding sources are the Center for Disease Control via the Massachusetts Department of Public Health and the Massachusetts Department of Mental Health, Division of Drug Rehabilitation.

TEWKSBURY

Tewksbury Junior High School
10 Victor Drive
Tewksbury MA 01876

PROGRAM TITLE: Smoking and Alcohol Prevention Project

CONTACT: Debra MacNeill
PHONE: (617) 851-3700 or 3709 x27
GRADE LEVEL: 6-9
STAFF: 6th = 2; 7th-8th = 2; 9th = 1
DEPARTMENT: Science and social studies
MATERIALS: Written curriculum, Lowell General Hospital's Primary Prevention library resources; community resources

SPECIAL FEATURES: A 4 session parent workshop on 'How to Talk to Children about Drinking'

PROGRAM:

The Smoking and Alcohol Project is funded by a Health Education/Risk Reduction grant from the National Center for Disease Control. Reducing the smoking and drinking by 13-18 year-old people and increasing positive attitudes and knowledge about the effects of smoking and alcohol consumption are the major goals of the program.

TOPSFIELD/BOXFORD

Masconomet Regional High School
Topsfield MA 01893

PROGRAM TITLE: Health

CONTACT: Sally Wilcken
PHONE: (617) 887-2323
GRADE LEVEL: 7-12
STAFF: 1
DEPARTMENT: Social Studies
TIME: Junior high - 23 classes per quarter; high school - 45 classes per semester
MATERIALS: Written curriculum and community resources
SPECIAL FEATURES: Health education, advisory council,

PROGRAM:

This comprehensive health program is offered in both the junior high and senior high school. The multi-faceted goal helps students to assume responsibility for their own health and to become actively involved in seeking optimal health. Students develop an awareness of their own personal value structure and how their values relate to others. The students gain increased self-knowledge and an awareness that one's self-concept forms the basis of his/her behavior. Students are taught skills and basic facts that are necessary for him/her to achieve and maintain a state of mental and physical well-being. Students also become aware of national and global health issues and their responsibilities as citizens to respond to these issues.

Junior high students study mental and social health, physical health including nutrition, first aid and safety, diseases, including venereal diseases, and drug use and abuse.

Completion of a health education course is required for high school graduation. Topics in the required health course include: mental and social health; sexuality; venereal diseases; drug use; misuse and abuse; physical health; first aid and diseases.

WAKEFIELD

Doyle School
11 Paul Avenue
Wakefield MA 01880

PROGRAM TITLE: Health Education

CONTACT: George Weldon
PHONE: (617) 246-0583
GRADE LEVEL: K-5
STAFF: Classroom teachers
TIME: 1-2 classes weekly for full year
MATERIALS: Written curriculum

PROGRAM:

Program covers elementary health and hygiene. Topics include rest, cleanliness, dental health, exercise, bodily functions, heart, lungs, and muscles. Ecology, smoking, drugs and nutrition are also discussed.

WAKEFIELD

Atwell School
485 Main Street
Wakefield MA 01880

PROGRAM TITLE: Smoking, Alcohol and Drug Education/Prevention

CONTACT: Kathleen Buckley
PHONE: (617) 246-2520
GRADE LEVEL: 6th
STAFF: 4; offered through 735 Incorporated
TIME: 1 meeting monthly for 2 semesters
MATERIALS: Written curriculum; community resources
SPECIAL FEATURES: High school students serve as peer leaders.

PROGRAM:

The effects of tobacco, alcohol and drug use on health is covered by staff members of 735 Incorporated, a community agency. Discussions and role plays with high school peer leaders are a vital part of the program. The program is based on research by the Harvard School of Public Health. In-service training for teachers and workshops for parents is included.

WAKEFIELD

Greenwood School
1030 Main Street
Wakefield MA 01880

PROGRAM TITLE: Health Education

CONTACT: Nat Finklestein
PHONE: (617) 246-0792
GRADE LEVEL: K-6
STAFF: Classroom teachers
TIME: 1 meeting weekly for year
MATERIALS: Written curriculum, community resources

SPECIAL

FEATURES: Systematic approach to health education in grades K-6.

PROGRAM:

The Health Education program covers fourteen health topics: body structure and function, cleanliness and appearance, dental health, food, diseases and disorders, fitness and body dynamics, sensory perception, sleep, rest and relaxation, family living, ecology, community health, first aid and emergency procedures, drugs, alcohol and smoking. Each unit has two comprehension levels. The primary level is for grades K-3 while the intermediate level is intended for grades 4-6.

WAKEFIELD

Wakefield High School
Wakefield MA 01880

PROGRAM TITLE: Health Education

CONTACT: Ray Osborn
PHONE: (617) 246-1370
GRADE LEVEL: 9th
STAFF: Physical education department
TIME: 1 meeting weekly for 16 weeks
MATERIALS: Community resources

PROGRAM:

The program, while not comprehensive, covers the following topics: mental health, human sexuality, alcohol, family life and general anatomy and physiology. The students have health during one of their physical education classes.

WAKEFIELD

Northeast Regional Vocational High School
Hemlock Road, P.O. Box 238
Wakefield MA 01880

PROGRAM TITLE: Northeast Occupational Safety
and Health

CONTACT: Manuel J. Rainha
PHONE: (617) 246-0810 x58
GRADE LEVEL: 9-12 plus adult education
STAFF: 10 part time
TIME: 4 meetings per week for 2
semesters
MATERIALS: Written curriculum

PROGRAM:

This program teaches students to recognize, evaluate, and prevent hazards in the workplace. This course maintains a functional safety program for the entire school population and the physical facilities. Upon completion of this study the students will be familiar with the following general objectives:

1. Students will know their rights and responsibilities as employees and employers under the Occupational Safety and Health Act.
2. Students will recognize, avoid and prevent occupational safety and health hazards.
3. Students will know the cost of accidents and their effect on the Gross National Product.

Students participate in an "accident" and health investigation and analysis, and analyze the effects of mind alterers, job stress and depression in the work environment. Students use the training standards 1926.10 for construction and all of the 1910 standards for general industry in the OSHA Act.

The aim of the program is to have the student demonstrate an understanding related to the recognition, evaluation and prevention of hazards in the workplace.

WAKEFIELD

Northeast Regional Vocational High School
Hemlock Road
Wakefield MA 01880

PROGRAM TITLE: Health Science

CONTACT: Philip Duffy
PHONE: (617) 246-0810
GRADE LEVEL: 9
STAFF: 2
TIME: 5 meetings weekly
MATERIALS: Written curriculum including Red Cross first aid multimedia system

SPECIAL

FEATURES: Red Cross First Aid.

PROGRAM:

This health science unit is part of a general science course. First aid is taught half of the term. 'Healthy Body' takes up one-fourth of the term, and body systems emphasizes the circulatory, digestive and respiratory systems. 'Body Abuse' stresses the effects of tobacco, alcohol, over-the-counter drugs and illegal drugs completes the term.

WAKEFIELD

Northeast Regional Vocational High School
Hemlock Road, P. O. Box 238
Wakefield MA 01880

PROGRAM TITLE: Community Service Aide

CONTACT: Pat O'Riordan
PHONE: (617) 246-0810
GRADE LEVEL: 9-12
STAFF: 3
TIME: 2 semesters
MATERIALS: Written curriculum, community resources, field trips

SPECIAL

FEATURES: Field experiences: hospitals, elderly housing, nursing homes.

PROGRAM:

The Community Service Aide Program is 3 years old. It provides training for careers centering on the human life cycle.

The students receive basic nurse's aid training with experience in a nursing home, two hospitals and in Housing for the Elderly. A pet project is the senior citizen housing in Revere. The students do exercises with the residents and discuss diet and nutrition.

A monthly Blood Pressure Clinic is offered at five different facilities. Home health aide experience is also available.

A dietary aide experience is offered at the New England Rehabilitation Hospital in Woburn.

A nursery school is run by the junior and senior students at the school.

Topics covered include growth and development from birth through geriatrics, anatomy and physiology, nutrition, meal planning and therapeutic diets, psychology and typing.

WEST NEWBURY, GROVELAND, MERRIMAC

Pentucket Regional School District
694 Main Street
West Newbury MA 01985

PROGRAM TITLE: Nutrition Education

CONTACT: Betty G. Allen
PHONE: (617) 363-5102
GRADE LEVEL: K-6
TIME: Throughout school year
STAFF: Classroom teachers
MATERIALS: Media and resource center in each elementary district;
1500 materials

PROGRAM:

Nutrition information will be infused into existing curriculum areas. Presently Merrimac staff members are writing a nutrition education curriculum. West Newbury staff completed their curriculum and are presently teaching nutrition.



Southeast

ABINGTON

Abington Public Schools
Abington, MA 02351

PROGRAM TITLE: Health Education

CONTACT: Marcia Crooks
PHONE: (617) 871-0330
GRADE LEVEL: K-6
STAFF: Classroom teachers
TIME: 30 minutes per week
MATERIALS: Written curriculum

PROGRAM:

Health education, taught in grades K-6, covers community health, consumer health, emotional development, fitness, nutrition, personal health, safety and first aid, and substance use/abuse.

BARNSTABLE

Barnstable Public Schools
Route 6A
West Barnstable, MA 02668

PROGRAM TITLE: Health

CONTACT: Kim Farnham
PHONE: (617) 362-4948
GRADE LEVEL: K-9
STAFF: K-5: classroom teachers;
6-8: physical education;
9: health teacher
TIME: K-5: 3 meetings per week
for 1 year; 6-8: 2 meetings
per week for 1 year; 9: 2
meetings per week for 1/2
year
MATERIALS: Written curriculum; various
curriculum guides, community
resources

PROGRAM:

The Health program covers a wide range of topics for grades K-9. Issues studied include mental health, physical health, nutrition, diseases and disorders, dependency causing substances, consumer health, first aid/safety, and environment. Units on human sexuality and alcoholism for grades K-12 are now being developed by a committee consisting of teachers, staff, parents, clergy and community service groups.

BOURNE

Bourne High School
75 Waterhouse Road
Bourne, MA 02532

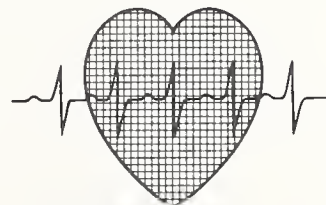
PROGRAM TITLE: Health

CONTACT: Frank Kochnowicz
PHONE: (617) 759-3521
GRADE LEVEL: 10, 11, 12
STAFF: Science department
TIME: 5 meetings per week for
full year
MATERIALS: Written curriculum; text:
Modern Health ; community
resources

PROGRAM:

Health is an elective for grades 10-12. The program concentrates on six health areas: personality; personality in trouble; special health problems of teens; body systems survey; safeguarding the body and consumer health.

Appearance, behavior and emotions are examined in the 'Personality' segment of the course. 'Personality in trouble' explores the realm of emotion and health, mental mechanisms, mental/emotional disorders and psychotherapy. Use/abuse of alcohol, drugs, tobacco; venereal diseases and nutrition are investigated under 'Special Health Problems of Teens'. The 'Body Systems Survey' outlines the 10 body systems, anatomy and physiology and chronic diseases. 'Safeguarding the Body' includes discussion and respiratory and circulatory rescue practice along with CPR instruction. Fatigue and sleep, fitness and recreation; infection and body defenses are also included. Students contemplate public health issues, safety education, health insurance, and selecting a doctor as part of the 'Consumer Health' unit.



BRAINTREE

Braintree Public Schools
Braintree, MA 02184

PROGRAM TITLE: Health and Human Development

CONTACT: Marge Plotka
PHONE: (617) 848-4000 x194
GRADE LEVEL: 3-9
STAFF: Classroom teachers
TIME: Varies
MATERIALS: Written curriculum, community resources, Channing L. Bete series textbooks

PROGRAM:

Health education consists of a series of films, lectures and class discussions based on the topics of sex education for grade 7 students and alcohol and drug education for grades 3-5 and 8-9. Topics are presented during one week mini-courses with a follow-up session each succeeding year. Peer pressure, decision-making and understanding values are emphasized. Techniques such as role-playing, discussion games and student skits are frequently utilized in the classroom. "Rap" sessions and one-to-one counseling is available for interested students.

The 7th grade sex education program covers: understanding adolescence, hormones, body changes and emotions. The reproduction unit starts with the reproduction of single-celled animals and ends with man. Growth and development of the body and the stages of growth of a fetus are discussed with the aid of the Churchill Film Co. is Then One Year... and the Channing L. Bete series.

The drug and alcohol program presents facts, information, new research and data about the negative effects of the abuse of drugs. Class discussion is encouraged and peer pressure is covered in depth.



BROCKTON

Brockton Public Schools
43 Crescent Street
Brockton, MA 02401

PROGRAM TITLE: Health Education

CONTACT: Vincent Riccardi
PHONE: (617) 580-7575
GRADE LEVEL: K-12
STAFF: K-6: classroom teachers; grades 7 and 8: 8; grades 9 and 11: 9
TIME: K-6: 2 meetings per week for 2 semesters; grades 7 and 8: 4 meetings per week for 1 semester; grades 9 and 11: 5 meetings per week for 1 semester
MATERIALS: Written curriculum; community resources

PROGRAM:

The Brockton program focuses on the development of positive attitudes about one's self, the establishment of a positive self-image, an awareness of one's impact upon others, the ability to recognize, meet and solve problems and the establishment of good health practices. To accomplish these goals, the Health Education department offers a varied program which helps each student evaluate his/her own health practices and effect positive change. Of major concern are nutrition, fitness, drug use, first aid, mental health, environmental awareness, diseases, sexuality, consumer awareness, psychology and development. The total student is considered within each area. A variety of teaching professionals, methods and materials are used.

Comprehensive health education is provided for grades K-8. Health is required at the elementary level and for grades 7, 8, 9, and 11. CPR is a requirement for students in grade 11 health.

Overall, the health program aims to provide students with the knowledge and awareness about their mental, physical and social world that will enable them to live wholesome and healthful lives.

DUXBURY

Duxbury Intermediate School
130 Saint George
Duxbury, MA 02332

PROGRAM TITLE: Health Education

CONTACT: Ed Mack
PHONE: (617) 934-6521
GRADE LEVEL: 6, 7 and 9
STAFF: Grade 6 and 7: 2; grade 9:
physical educators and 1
part time teacher
TIME: Grades 6 and 7: 2-3 meetings
per week for 1 semester; 9:
1 assembly monthly and 2-3
weeks on CPR for 2 semesters
MATERIALS: Written curriculum; community
resources; text: Scott-
Foresman Health Series
SPECIAL
FEATURES: Students display their
projects at the annual
Health Fair

PROGRAM:

The grade 6 health education program is a 'hands on' program with various student projects during the year around topics such as: you and others; your body and how it works; growth and personal care; fitness and nutrition; first aid and safety; and drugs, alcohol and smoking.

The grade 6 and 7 health programs are sequential. The 7th grade program gives more emphasis to crisis areas -- use/abuse of alcohol, drugs and tobacco.

First aid and CPR are important segments of the 2 year (6th and 7th grade) program. The 7th grade students have the opportunity to obtain their CPR certification.

The 9th grade health program is an assembly-based program at the high school. Students listen to and question a variety of health related speakers. Speakers usually bring hand-out materials, show films or slides and initiate small discussion groups for a complete learning experience.



EDGARTOWN

Edgartown Elementary
West Tisbury Road
Edgartown, MA 02539

PROGRAM TITLE: Alcohol Education and Health Fair

CONTACT: Edward Jerome, Principal
PHONE: (617) 627-3316
GRADE LEVEL: Alcohol - 6-8; Fair - NA
STAFF: Alcohol program - guidance
counselor, school nurse,
alcohol counselor from
community agency; Health
fair - school personnel,
students and community
agencies
TIME: Alcohol education - 2
weeks; health fair - 1
evening in spring
MATERIALS: Alcohol program - written
curriculum

PROGRAM:

Sixth and seventh grade students are the target group for the alcohol education program. Five classes are held for each level. An alcohol counselor from community services, the guidance counselor and the school nurse use the well-respected 'Jackson Junior High School series' which emphasizes making individual choices/decisions about alcohol.

The annual Health Fair is held one evening in the spring. The entire community is invited. Students and staff design and run various booths and displays.

Height, weight and target weight are handled in one booth. The math department uses computers to calculate the percentage of body fat for each individual. Blood pressure is taken by local nurses, glaucoma tests are taken by a local optometrist, and blood tests for anemia are demonstrated by a local lab technician. Nurses from the Visiting Nurse Association conduct screenings for rectal cancer and a hearing test. Nurses also do urine tests for sugar and protein. A booth for crime prevention and safety is sponsored by the police department. Health education books are displayed by the librarian, while the home economics department prepares and displays samples of health snacks. The mental health booth sponsored by the guidance department examines stress.

The Heart and Lung Association also contributes a booth. Displays for all booths are prepared by the art department.

The Health Fair is extremely well received in the community.

FALL RIVER

Fall River Public Schools
Fall River, MA 02720

PROGRAM TITLE: Health Education Course for Homebound Pregnant Students Proposal

CONTACT: Marie Snyder
PHONE: (617) 674-2682
GRADE LEVEL: 9-12
STAFF: Varies
TIME: 3 meetings per week for 2 semesters
MATERIALS: Written Curriculum; community resources

SPECIAL FEATURES: Course is only available to medically excused students who have been placed in the homebound study program

PROGRAM:

The program is offered as an independent study in two segments. Independent Study in Health Education I examines health related issues such as adolescent pregnancy, pre-natal and post-natal care. Independent Study in Health Education II, focuses on care of the newborn child and the physical and psychological development of the infant.

Health professionals from the community lecture in appropriate areas. Classes are held off campus at Bristol Community College. Students also continue academic studies in major areas while attending the course.

FALL RIVER

Fall River Public Schools
Fall River, MA 02720

PROGRAM TITLE: Alcohol/Drug Education for School Staff

CONTACT: Marie Snyder
PHONE: (617) 674-2682
GRADE LEVEL: NA
STAFF: NA
TIME: NA
MATERIALS: NA

PROGRAM:

Inservice workshops will be held for school nurses, guidance and adjustment counselors. The emphasis will be on alcohol and related drug use and abuse to enable the staff to deal with potential drug problems students may have.

FALL RIVER

B.M.C. Durfee High School
360 Elsbree Street
Fall River, MA 02720

PROGRAM TITLE: Health Careers

CONTACT: Bruce Clarke
PHONE: (617) 679-5241, 679-5228
GRADE LEVEL: 10-12
STAFF: 1
DEPARTMENT: Health/physical education
TIME: 2 meetings per week for 1 semester
MATERIALS: Written curriculum; community resources

PROGRAM:

The Health Careers course is designed for students interested in exploring possible job opportunities in the medical and health service fields including the areas of physical therapy, nursing, and dental hygiene. Emphasis is placed on community health needs and problems.

FALL RIVER

B.M.C. Durfee High School
360 Elsbree Street
Fall River, MA 02720

PROGRAM TITLE: Health Education

CONTACT: Bruce Clarke
PHONE: (617) 679-5241
GRADE LEVEL: 10-12
STAFF: 4
DEPARTMENT: Health/physical education
TIME: Varies
MATERIALS: Written curriculum;
community resources

PROGRAM:

Health is a complex state. It involves the relationship between the physical, emotional and social aspects of life. The most critical component in this relationship is the individual. The overall goal of the health education department is to provide insights which will lead to constructive action, proper attitudes, wholesome values and the ability to use such knowledge in making wise decisions.

The status of one's health today and in the future is primarily one's own responsibility. With this thought in mind attaining good health requires more than information.

At the high school level, the health course is designed to provide students with an understanding of basic health concepts necessary for achievement of optimal health throughout life.

Topical considerations include physical health, mental health, sociological health, disease, consumer and environmental health. Units on alcohol, drugs, first aid and safety are also included.

Health Education is a required course for sophomores. Courses such as first aid/CPR; basic principles of athletic training; human relations, health careers and current health problems are offered as electives to grades 10-12.

Due to Proposition 2 1/2 the middle school health education program was eliminated.

FOXBORO

Foxboro Public Schools
South Street
Foxboro, MA 02035

PROGRAM TITLE: Health Education

CONTACT: Arthur Jewett
PHONE: (617) 543-4811
GRADE LEVEL: 9
STAFF: 2
DEPARTMENT: Health education
TIME: 2 meetings per week for 2 semesters
MATERIALS: Written curriculum;
community resources

PROGRAM:

Health Education is required for all 9th graders. Topics studied include anatomy and physiology, human sexuality, personality/relationships, environment, substance use/abuse, consumerism, diseases and nutrition. CPR and first aid are also taught.

The Health Education program for the elementary level was introduced in September, 1982.

HANSON

Indian Head School
Indian Head
Hanson, MA 02341

PROGRAM TITLE: Health Education

CONTACT: Nancy Kipp
PHONE: (617) 293-6641
GRADE LEVEL: 6th, 7th and 8th
STAFF: 6th - physical educator;
7th and 8th - 1
DEPARTMENT: Health education
TIME: 6th - 1 meeting per week;
7th and 8th - 2 meetings
per week
MATERIALS: Community resources

PROGRAM:

There is no written curriculum for health education in the Hanson School System. However, the topics of first aid, drugs, smoking, alcohol, human life cycle, nutrition, CPR, consumer health, personal health,

hygiene and health careers are discussed in health education classes in the junior high school.

In the elementary school the nurse runs a dental care program for 2nd graders and shows a filmstrip on puberty for 5th grade students.

MATTAPOISSETT

Old Rochester Regional High School
Marion Road
Mattapoisett, MA 02739

PROGRAM TITLE: Health Science

CONTACT: Edward Jawor
PHONE: (617) 758-3745
GRADE LEVEL: 7 and 9
STAFF: 3
DEPARTMENT: Science
TIME: 5 meetings per week for
1 semester
MATERIALS: Written curriculum

PROGRAM:

Health Science is a required course for 7th and 9th graders. Topics studied include nutrition, fitness, communicable diseases, drugs, alcohol, and mental health. There is an optional unit on human sexuality. The 7th grade program has been in operation for 6 years and the 9th grade program for 1 year.

NANTUCKET

Nantucket Public Schools
Atlantic Avenue
Nantucket, MA 02554

PROGRAM TITLE: Health

CONTACT: William Deutsch
PHONE: (617) 228-0861
GRADE LEVEL: 5, 6, 11 and 12
STAFF: 1
TIME: 5 and 6 - classroom schedule;
11 and 12 - 5 meetings per
week for 2 semesters
MATERIALS: Written curriculum; text:
Modern Health (high school)
by Holt, Reinhart and Winston
SPECIAL
FEATURES: Peer leaders

PROGRAM:

The Health program at the elementary level (grades 5 and 6) includes topics covering drugs, alcohol, tobacco, nutrition and hygiene. For the tobacco unit 11th and 12th graders serve as peer leaders for the 5th and 6th graders.

At the high school level topics including appearance, psychology, drugs, alcohol, tobacco, the senses and body systems are offered as elective courses to juniors and seniors.

Efforts are underway to expand the Health program into the 3rd, 4th, 7th and 8th grades.

NORTH EASTON

Easton/North Easton Public Schools
Lincoln Street
North Easton, MA 02356

PROGRAM TITLE: Health Education

CONTACT: Ronald H. Trinke
PHONE: (617) 238-4311
GRADE LEVEL: K-12
STAFF: K-6: classroom teachers;
7-9: physical education and
science teachers; 10-12:
physical education, science
and home economics teachers
TIME: K-6: 1 meeting per week for
a full year; 7-9: 1 meeting
per week for 1 year; 10-12:
1 meeting per week for 1 year

PROGRAM:

The Easton school system has an on-going health education program for grades K-12. A written curriculum has been completed for grades K-6. Three texts are used plus available outside resources that complement the program. Staff training is provided by various department areas including science; physical education; home economics and guidance. Moreover, each department teaches those areas of health which are closely related to the subject area. For example, the physical education department teaches first aid, CPR, fitness and communicable diseases. The home economics department covers nutrition and the science department covers drug use/abuse, sexuality and cancer.

All health topics are incorporated into existing programs at the secondary level.

The major goals of the program are therefore: to provide students with an on-going program of health information to guide their individual needs in developing positive health habits for the present and their future; and to promote interpersonal and intrapersonal level involvement.

PLYMOUTH

Plymouth-Carver High School
Obery Street
Plymouth, MA 02360

PROGRAM TITLE: Planning for your Independence

CONTACT: Mrs. B. Thomas
PHONE: (617) 746-4700
GRADE LEVEL: 11-12
STAFF: 1
DEPARTMENT: Home economics
TIME: 5 meetings per week for 2 semesters
MATERIALS: Written curriculum; text: Contemporary Living magazines and research articles

SPECIAL FEATURES. Individual assessment of values. Students are given life situations in which they must use the decision-making process.

PROGRAM:

The course is designed to provide the student with information necessary to enable them to cope with adult living. A wide variety of issues are discussed providing the student with a means to deal with his/her independence. Topics discussed include adolescence, drug and alcohol use, sexuality, decision-making, personality, consumer issues, divorce and family abuse. Students are encouraged to express individual opinions and ideas in discussing each topic. Units about living on one's own and money management teach the responsibilities that each student will eventually have. The life cycle is also presented with discussions about each stage.

STOUGHTON

Stoughton Public Schools
232 Pearl Street
Stoughton, MA 02072

PROGRAM TITLE: Healthful Living

CONTACT: Dr. John Murray
PHONE: (617) 344-4000
GRADE LEVEL: (K-8) 1-6
STAFF: Elementary - classroom teachers; 7-8: 2
TIME: Elementary - 2 meetings per week for 2 semesters
MATERIALS: Written curriculum; Laidlaw - Healthful Living Program

PROGRAM:

There are five sequential units to the Laidlaw series, one for each grade. Grade 1 students learn about personal hygiene, getting along with others, growth and development and safety. The second grade students investigate ways to keep healthy, families, growing, being safe, and safety and medicine. Health choices, feelings, growing, safety and drugs and health are topics studied by third grade students. The sophistication level increases at grade 4. Areas studied include good health practices, being happy with yourself and others, growing and changing, preventing accidents and drug use/abuse. Fifth grade students examine good health attitudes, feelings, growth and development, safety at play and tobacco and alcohol. Sixth grade students investigate health knowledge, living with stress, growth during adolescence, safety during emergencies and the abuse of drugs. They utilize their substantial base of health knowledge from the previous five years.

At the junior high level a comprehensive health program is also offered.



STOUGHTON

Stoughton Junior High School
211 Cushing Street
Stoughton, MA 02072

PROGRAM TITLE: Alcohol Awareness Week

CONTACT: Dr. Robert O'Donnell
PHONE: (617) 344-7002
GRADE LEVEL: 7 and 8
STAFF: 5 meetings per 1 week
MATERIALS: Community resources,
Scriptograph booklets What
Everyone Should Know About
Alcohol

PROGRAM:

The Alcohol Awareness Week is an intensive program that reinforces concepts about the use and abuse of alcohol previously taught in regular health classes. There is a concentrated review of the facts about alcohol followed by extensive discussions in all science classes during the week.

Guest speakers from Alcoholics Anonymous visit all classes once during the week. The speaker program has been most successful and has stimulated many further questions from students. Selected student volunteers who are characterized by their maturity and understanding attend an area Alcoholics Anonymous meeting accompanied by teacher chaperones. The students learn about the purposes of the organization and the need to respect the anonymity of the Alcoholic Anonymous members. The students then report, to their classes, their observations and reflections regarding the visits.

A special evening meeting is held for parents to explain the content and processes of the Alcohol Awareness Week. Members of Alcoholics Anonymous also attend this meeting and speak with the parents.

This program has been quite successful and of much interest to the students and the parents.

STOUGHTON

Stoughton High School
232 Pearl Street
Stoughton, MA 02072

PROGRAM TITLE: Health Fair

CONTACT: A. L. Sarno, Jr.,
Assistant Principal
PHONE: (617) 344-4000
GRADE LEVEL: 9-12

PROGRAM:

Health courses have been eliminated due to proposition 2 1/2. However, health education is still taught in biology, psychology and home economics.

The annual Health Fair is still held with the cooperation of representatives from many areas of health education. Booths are set up in the gymnasium and there are demonstrations, slide presentations and informal lectures by various speakers. Students attend during the school day. Topics represented include personal health; mental/emotional health; prevention and control of diseases; nutrition; substance use/abuse; accident prevention and safety; community health; consumer health and environmental health.

WEST BRIDGEWATER

West Bridgewater High School
West Bridgewater, MA 02379

PROGRAM TITLE: Health Education

CONTACT: Paul Sargent
PHONE: (617) 583-7502
GRADE LEVEL: 9-12
STAFF: 3
DEPARTMENT: Physical education
TIME: 1 meeting per week for
4 semesters
MATERIALS: Community resources;
written curriculum

PROGRAM:

The Health program is organized into six areas: 1) Know Yourself, Like Yourself, 2) Taking a Chance (smoking), 3) Feeling Fit, 4) Disease, 5) Health Environment, and 6) Safety and Survival. The grade level determines the sophistication of the presentation.

The program seeks to awaken within each student an awareness of the true nature of health and the lifelong importance of developing and maintaining an optimal lifestyle.

WHITMAN

Whitman-Hanson Regional High School
Franklin Street
Whitman, MA 02382

PROGRAM TITLE: Health

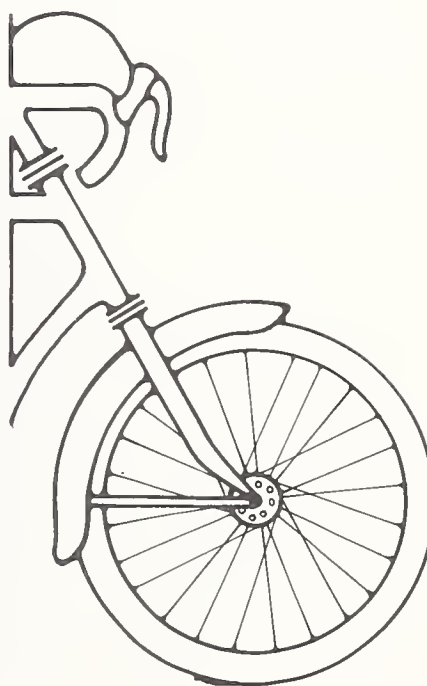
CONTACT: Sue Moss
PHONE: (617) 447-0471 x 25
GRADE LEVEL: 9
STAFF: 1
DEPARTMENT: Physical education
TIME: 5 meetings for every 2 weeks
for 1 semester
MATERIALS: Written curriculum;
community resources
SPECIAL
FEATURES: Health instruction is offered
at 2 levels: standard and
college, to meet the needs of
each student

PROGRAM:

The Health course presents a balanced approach toward a healthful, happy and productive life. Through an understanding of the functions, infections and diseases of the body, each student is better equipped to make intelligent decisions about his/her lifestyle.

The student is encouraged to develop a good self image by recognizing self worth, to associate harmoniously with others and to develop a social awareness of environmental and personal responsibilities.

Discussions delve into topics such as tobacco, alcohol, drugs, emotional development, sexuality, nutrition, and personal grooming.

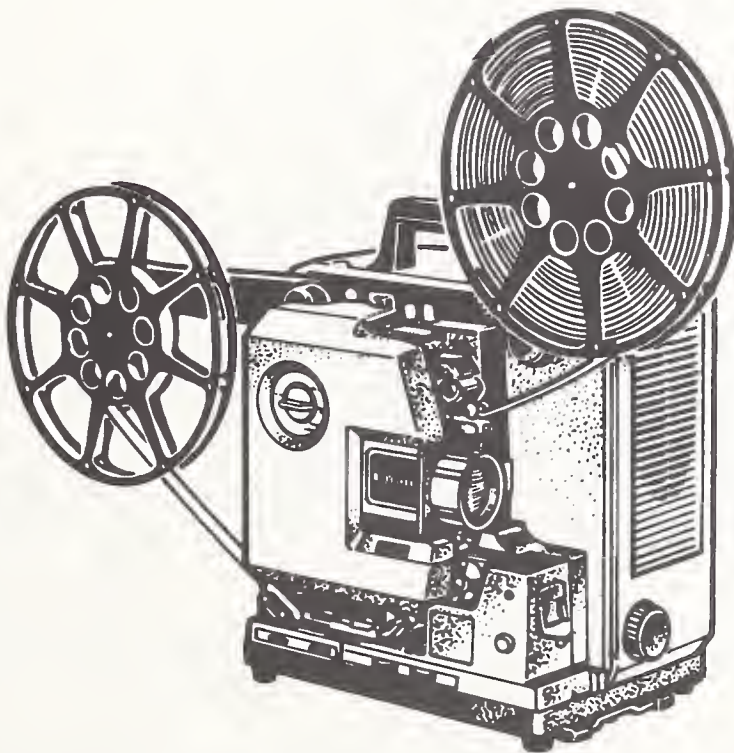


SECTION IV

RESOURCES

Materials in this section were compiled from suggestions offered by health educators in Massachusetts schools. While admittedly not comprehensive, the collection accurately reflects the rich array of print, non-print, organizational and community resources available to local program developers and practitioners. Many of the materials are available at no cost. The Medical Foundation, Inc. of Boston has generously provided a copy of their recent, exhaustive resource directory for distribution with this publication.

The inclusion of any materials or resources in this section does not constitute or imply endorsement by the Massachusetts Department of Education.



Massachusetts Department of Education

Central Office

Cheryl Haug
Bureau of Student, Community and Adult Services
1385 Hancock Street
Quincy, Massachusetts 02169
Telephone: (617) 770-7593

- interpretation of the health education and school health services mandates
- identification of programs and resources in schools and state agencies
- assistance in planning inservice education

Bureau of Nutrition Education and School Food Services
1385 Hancock Street
Quincy, Massachusetts 02169
Telephone: (617) 770-7254

- information on nutrition education resources
- assistance in planning nutrition inservice education

Regional Offices

The Massachusetts Department of Education has a regional office in each of six regions in the State (see inside back cover for addresses and telephone numbers).

- Commonwealth Inservice Institute - school personnel in a region may apply to their regional office for funds for inservice education programs which:
 - are designed by and for school staffs.
 - are designed to improve classroom teaching or specific educational services in a school or department or to improve staff development efforts in a system.
 - are actively supported by the administration of the local system.
 - meet local needs and promote federal and state priorities.

Among categorical funds for 1982/83 are the health-related areas of family life education and tobacco and alcohol abuse prevention education. There is also non-categorical funding available.

The following materials are available in limited quantities at regional education centers.

Family Life

Massachusetts Dissemination Project, Resources for Schools #22 Education for Family Living, Spring, 1981.

Peer Counseling

Massachusetts Dissemination Project, Resources for Schools #23 - Everyone's Guide to Peer Counseling, Spring, 1982.

Nutrition Education

- Barnes T., Haas, J.K., Madama, J. and Wicklein, J., Ladybugs and Lettuce Leaves Teachers' Manual, 1979, Somerville Public Schools, Somerville, MA, Upper elementary.
- Bernick, D., and Bershad, C., The Doofus Stories, 1978, Newton Public Schools Foundation, Newton, MA, Early elementary.
- Bernick, D., and Bershad, C., The Doofus Stories Teachers' Guide and Resource Manual, 1978, Newton Public Schools Foundation, Newton, MA, Early elementary.
- Bershad, C., and Bernick, D., From the Inside Out, 1979, Newton Public School Foundation and Management Sciences for Health, Newton, MA, Upper elementary and early junior high.
- Bershad, C., and Bernick, D., From the Inside Out Teachers' Guide and Resource Manual, 1979, Newton Public Schools Foundation and Management Sciences for Health, Newton, MA, Upper elementary and early junior high.
- Brennan, P., Crocker, R., Madama, J. and Wintle C., Design for Health, 1979, Somerville Public Schools, Somerville, MA, Junior-senior high.
- Goodwin, Mary, Creative Food Experiences for Children, 1974, Center for Science in the Public Interest, Washington, D.C., Activities guide for teachers, pre-school-junior high.
- Hoban, Russell, Bread and Jam for Frances, 1964, Scholastic Book Services, N.Y., K-3.
- Hunken, J., Madama, J., and Pacelli, P., Ladybugs and Lettuce Leaves, 1978, Somerville Public Schools, Somerville, MA, Upper elementary.
- Kapitan, A., and Wintle, C., Food for the Health of it Teachers' Guide, 1980, Somerville Public Schools, Somerville, MA, Senior high.
- Katz, D., and Goodwin, M., Food: Where Nutrition Politics and Culture Meet, 1976, Center for Science in the Public Interest, Washington, D.C., Activities guide for teachers 7-12.
- Massachusetts Department of Education, Focus on Nutrition, A Teacher's Handbook for Nutrition Education, Grades K-6, 1976 reprint.
- Massachusetts Department of Education, Focus on Nutrition, A Teacher's Handbook for Nutrition Education, Grades 7-12, 1973.
- Massachusetts Department of Education, Resource Guide of Nutrition Education and Training Programs, June, 1981.
- McGill, M., and Pye, O., The No Nonsense Guide to Food and Nutrition, 1978, Butterick Publishing, N.Y., Resource.
- Wintle, C., Design for Health Teachers' Guide, 1980, Somerville Public Schools, Somerville, MA
- Wintle, C., Food for Health of It, 1979, Somerville Public Schools, Somerville, MA, High school.

Massachusetts Educational Television
Massachusetts Department of Education
Bureau of Educational Resources
27 Cedar Street
Wellesley, Massachusetts 02181
Telephone: (617) 727-6395

See 1982 Broadcast Schedule
for complete listing of materials.

- video cassettes
- TV programming

Local, State and National Organizations

These organizations provide pamphlets and other printed materials. See the Medical Foundation's Resource Directory for state agencies which provide health education materials.

Allergy Foundation of America
801 Second Avenue
New York, NY 10017 (free)

Health Insurance Institute
Department H
277 Park Avenue
New York, NY 10017 (free)

American Diabetes Association
18 E. 48th Street
New York, NY 10017 (free)

The Institute for Safer Living
American Mutual Liability Insurance Co.
Wakefield, MA 01880 (free)

American Foundation for the Blind
15 West 16th Street
New York, NY 10011 (free)

National Association for Mental Health
43 W. 61st Street
New York, NY 10019 (free)

Films also available

National Center for Health Education
211 Sutter Street
San Francisco, CA 94108

National Safety Council
Director of Public Information
425 North Michigan Avenue
Chicago, IL 60611 (free)

National Clearinghouse for Smoking
and Health
U.S. Public Health Service
5600 Fishers Lane
Rockville, MD 20852 (free)

Films and posters

New England Telephone
1690 Main Street
Brockton, MA 02401
Att: Mrs. Oliveira

Pharmaceutical Manufacturers Association
Public Relations Division
1155 Fifteenth Street, N.W.
Washington, D.C. 20003 (free)

Public Health Service
Public Inquiries Office of Information
Health Services and Mental Health
Administration
U.S. Department of Health, Education
and Welfare
Rockville, MD 20852 (free)

U.S. Government Printing Office
Washington, D.C. 20402 (free)

Audio-Visual Materials

Agency for Instructional Television
Box A
Bloomington, Indiana 47402

Alfred Higgins Productions, Inc.
9100 Sunset Boulevard
Los Angeles, California 90069

American Hospital Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

American Physical Fitness Research
Institute
P.O. Box 49024
824 Moraga Drive
Belair, California 90049

Association Sterling Films
484 King Street
Littleton, Massachusetts 01460

Bureau of Audiovisual Instructions
University of Wisconsin-Extension
1327 University Avenue
P.O. Box 2093
Madison, Wisconsin 43701

A.V.N.A.
Box 9
Pleasantville, New York 10570

Boston University
Krasker Memorial Film Library
565 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3272

Brigham Young University
Educational Films
290 Herald R. Clark Building
Provo, Utah 84602

CRM/McGraw Hill Films
110 15th Street
DelMar, California 92014

Churchill Films
c/o Priscilla Forance
24 Lincoln Park
Marblehead, Massachusetts 01945

Curriculum Research, Inc.
612 South Panama Street
Box 7367
Montgomery, Alabama 36107

Eastman Kodak Company
Audio-Visual Library Distribution
343 State Street
Rochester, New York 14650

Educational Activities, Inc.
P.O. Box 392
Freeport, New York 11520

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Film Fair Communications
10900 Ventura Boulevard
P.O. Box 1728
Studio City, California 91604

Guidance Associates
Communications Park
P.O. Box 300
White Plains, New York 10602
(800) 431-1242

Health Education Services
10000 Culver Boulevard
Department H1
P.O. Box 802
Culver City, California 90230

Hubbard
1946 Raymond
Northbrook, Illinois 60062

International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

Mar/Chuck
Film Industries, Inc.
P.O. Box 61
Mt. Prospect, Illinois 60056

Film Library-Massachusetts Medical
Society Auxillary
22 The Fenway
Boston, Massachusetts 02215

Massachusetts Safety Council
286 Summer Street
Suite 300
Boston, Massachusetts 02210

Modern Talking Picture Company
230 Boylston Street
Chestnut Hill, Massachusetts 02160

Mobius International
Box 315
Franklin Lakes, New Jersey 07417

GSA
National Archives and Record Service
National Audiovisual Center
Washington, D.C. 20409

National Clearinghouse for Drug
Abuse Information
P.O. Box 1080
Rockville, Maryland 20852

New England Dairy and Food Council
1034 Commonwealth Avenue
Boston, Massachusetts 02215

Parents Magazine Films, Inc.
52 Vanderbilt Avenue
Department 3P
New York, New York 10017

Perrenial Education
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, Illinois 60035

Professional Health Media Services, Inc.
10944 Dryden Avenue
Cupertino, California 95104

Spenco
P.O. Box 6109
Waco, Texas 76710

Sunburst Communications
41 Washington Avenue
Pleasantville, New York 10570
(800) 431-1934

Tare Press
6778 Greenville Avenue
Dallas, Texas 75231

Tupperware
Educational Services
Department EFC 80
P.O. Box 2353
Orlando, Florida 32802

Walt Disney Educational Materials
800 Sonora Avenue
Glendale, California 91201



Periodicals

Current Health

Curriculum Innovations, Inc.
3500 Western Avenue
Highland Park, Illinois 60035

American Journal of Public Health
1015 15th Street, N.W.
Washington, D.C. 20005

Journal of Allied Health
One Dupont Circle, Suite 300
Washington, D.C. 20036

Health Education

American Alliance for Health,
Physical Education, Recreation and Dance
1900 Association Drive
Reston, Virginia 22091

Health Values

Charles B. Slack, Inc.
6900 Grove Road
Thorofare, New Jersey 08086

Professional Organizations

American Alliance for Health, Physical
Education, Recreation and Dance
1900 Association Drive
Reston, Virginia 22091

American School Health Association
Kent, Ohio 44240

Journal, Publications, Audiovisuals

Journal

Guides To Materials

Catalog of Free Teaching Materials
P.O. Box 1075
Ventura, California 93002
Cost: Approximately \$10.00

Educators Guide to Free Health, Physical
Education and Recreation Materials
Educators Progress Service, Inc.
Randolph, Wisconsin 53956
Cost: Approximately \$10.00

American Alliance for Health, Physical
Education, Recreation and Dance
AAHPERD Publications and Audiovisuals
Catalog
AAHPERD Publications
P.O. Box 870
Latham, Maryland 20706

Annotated Resource Guide (1979)
Abuse/Misuse
Prevention Education Programs
Alcohol, Tobacco, Drugs
The University of the State of New York
The State Education Department
Bureau of Drug Education
Albany, New York 12222

Health Education: Drugs and Alcohol
An Annotated Bibliography
NEA Distribution Center
The Academic Building
Saw Mill Road
West Haven, Connecticut 06516
Cost: \$2.50

Nutrition Education-Selected Resources
ERIC Clearinghouse on Teacher Education
One Dupont Circle, Suite 610
Washington, D.C. 20036

Smoking Prevention (1980)
Bright Ideas for Smoking
Education Programs in Schools
An Annotated Resource Guide
Regional Cancer Control Committee
Sydney Farber Cancer Institute

Textbooks

Textbooks for a variety of grade levels have been developed by the following publishing houses:

Cebco Standard Publications
Cebco Pflaum
9 Kulick Road
Fairfield, New Jersey 07006

Fearon Publishers, Inc.
Division of Pittman Publishing Corp.
6 Davis Drive
Belmont, California 94002

Harcourt, Brace & Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Laidlaw Textbook Series
Laidlaw Publishers
Thatcher Madison
River Forest, Illinois 60305

MacMillan Publishing Company, Inc.
866 Third Avenue
New York, New York 10022

McGraw Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Prentice Hall, Inc.
Englewood Cliffs, New Jersey 07632

Scott Foresman
99 Bauer Drive
Oakland, New Jersey 07436

Steck-Vaughn Company
807 Brazos, P.O. Box 2028
Austin, Texas 78768

Curriculum Materials and Teaching Guides

The *American Heart Association* has developed a heart health curriculum guide called Putting Heart Into Your Curriculum, which is available in four modules: K-2, 3-6, 7-9 and 10-12. Included are resource materials and teaching aids.

Family and Community Health Through Care Giving, (grades 9-12) is made up of a series of booklets. Booklets are titled: accepting my body, thinking about feelings, family matters, risks to take, choices to make, mid-life and growing older.

Project Burn Prevention includes materials for elementary and secondary school students on primary risks and responsibilities of each age group for fire and burn prevention. Public information campaigns and community outreach are also stressed.

Teen Health Teaching Modules (7-12) are being developed to deal with health issues in adolescence. Through a program that relies on local resources, is centered in the school and community, and can be utilized with ease.

The *American Cancer Society* has developed multimedia teaching modules for grades 1-3 called An Early Start to Good Health, units 1-4 are titled My Body, My Self, My Health, My Choice. Units for grades 4, 5 and 6 make up the Health Network. These units are titled Special People, Health News and Starga's World.

The following are curriculum selected by the School and College Initiative staff of the National Center for Health Education. Criteria for selection were high quality, evaluation evidence of effectiveness, high potential for national diffusion and planned contribution to combined effects with other health education curriculum.

The *Health Education Curriculum Guide* (HECG) for grades K-6 was developed by the United Way Health Foundation of Central Stark County, Canton, Ohio. Grade level objectives were established by a committee of health educators, school teachers and administrators, parents, and personnel of community health agencies. HECG contains student-centered materials for self-learning activities as well as group and student-teacher activities. Six major areas are addressed: family living; growth and development; drugs, alcohol, and tobacco; safety; environmental, community, and mental health; and nutrition. A secondary component is currently under development.

Contact

Charlotte Crockett
American Heart Association
33 4th Avenue
Needham Heights, MA 02194
Telephone: (617) 449-5931

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
Telephone: (617) 969-7100

Local Chapter
American Cancer Society
See Medical Foundation Agency Directory
or Telephone Book

Margaret Kirkpatrick, Director
United Way Health Foundation
618 Second Street, N.W.
Canton, OH 44703
Telephone: (216) 455-0378

Curriculum Materials and Teaching Guides

Feelin' Good is a cardiovascular fitness/health program for youth. Aerobic activities, values strategies, discovery activities, and reading materials are provided for children in grades K through 9, in a sequential program designed to help children understand key concepts of cardiovascular health and, more importantly, to make decisions about how they plan to take care of their own cardiovascular system.

Developed in 1971 by Dr. Charles T. Kuntzleman as an integral part of the YMCA's National Cardiovascular Health Program, *Feelin' Good* is used internationally by more than 300,000 children, in YMCAs, schools, churches, and camp settings. A grant from the W.K. Kellogg Foundation was awarded in 1980 to establish it as a model cardiovascular health curriculum. This funding allows a three-year implementation of *Feelin' Good* in all public schools of Jackson County, Michigan, exposing 24,000 children to the program, and provides for an evaluation of its effectiveness.

Know Your Body (KYB) of the American Health Foundation is a teacher-delivered, behaviorally oriented health education program for grades 1 through 8. With a focus on self-responsibility for health, decision-making skills, nutrition, exercise, and substance abuse prevention, the program is based on the premise that disease can be prevented and health promoted within the framework of a lifestyle-based school health education program.

KYB will soon be entering the third and fourth years of an NIH-funded longitudinal evaluation of the 4th through 8th grade curriculum among 4,000 children in the Bronx and Westchester Counties, New York. Early data analyses reveal significant improvements in health-related knowledge, attitudes and behaviors, as well as reducing prevalence of obesity, high blood pressure and high blood cholesterol levels. KYB will also be implemented this Fall in nine elementary schools in Miami, Florida; Washington, D.C.; and Chicago, Illinois. A three-year grant from the W.K. Kellogg Foundation will support introduction of KYB to first through third-grade students in two Manhattan schools.

Contact

Debbie Dodson, Coordinator
Feelin' Good
133 Teft Road
Spring Arbor, MI 49283
Telephone: (517) 750-1500



Heather Walter, M.D., M.P.H.
American Health Foundation
320 East 43rd Street
New York, NY 10017
Telephone: (212) 953-1900



Curriculum Materials and Teaching Guides

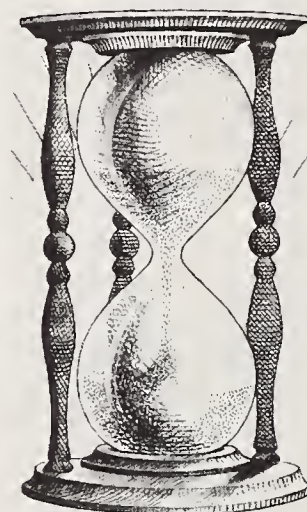
Self-Discovery was originally developed and tested for a school system in Gwinnett County, Georgia as part of a community health education program funded by the W.K. Kellogg Foundation. Educators, health professionals, clergy, students, and parents have served as advisors to improve and promote the program for high school students. Teachers of *Self-Discovery* receive five days of training before the course begins and three days of follow-up training. The Teacher's Guide contains instructions and suggestions, plus worksheets and questionnaires for students. The course includes an 8- to 10-week phase of developing positive skills that seem to be strongly linked to healthful life choices and 4 to 8 weeks of applying those skills to medical self-care, substances, sexuality, environment and promoting health through the family. The course is reinforced by family and community workshops and information activities for adolescents.

The *Self-Discovery* curriculum is currently being revised, demonstrated, and evaluated in three school systems: Athens, Georgia; Brookline, Massachusetts; and Richmond, California.

Learning for Life provides two nutrition/fitness programs for elementary school children, and a program in self-directed behavior change for junior and senior-high students. Both the *Doofus Stories*, for lower elementary levels, and *From the Inside Out*, for upper elementary, have been validated for national diffusion by the Joint Dissemination Review Panel of the U.S. Department of Education. The same nutrition and fitness concepts underlie both curricula, and the two courses are designed to complement each other without duplication. *Doofus Stories* is a 10-week daily classroom program: with supplementary activities taking place in class, at home, in the community, and in physical education classes. *From the Inside Out* is a 16-week daily classroom program, again providing supplementary activities at home, in the community, and in the gym. Designed for 14- to 18-year-olds. The Changer and the Changed seeks to develop in adolescents a stronger sense of their own power to direct changes in their lives. It teaches them a set of skills and gives them experience using these skills as a process to change a behavior of their own choice.

Contact

Gilda Gussin, Project Director
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141 Tremont Street
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Management Sciences for Health
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Curriculum Materials and Teaching Guides

The Learning for Life Curricula have been developed, implemented, and evaluated with combined federal and private funding, including grants from the W.K. Kellogg Foundation. They have been adopted by schools throughout Massachusetts, where they originated, and in 45 other states.

The *Spanish-English Health Education Materials (SHEP)* were developed to cover five health topics requested by Hispanic families located throughout the western states. A Teacher Manual in English and a Student Booklet in Spanish and English are provided for each health education area: nutrition, dental hygiene, personal hygiene, communicable diseases, and accident prevention. The student's booklet contains bilingual information for parents. Based on a synthesis of the parents' survey, the lifestyle goals contained in the SHEP Curricular Progression Chart, and the Health Instructional Framework for California Public Schools, materials for grades 1-3 were piloted and field tested in Washington and California in 1981. These may be used as supplemental materials integrated with other subjects or as self-contained health instruction materials.

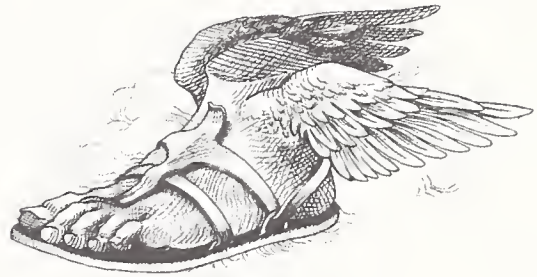
Spanish-English Health Education Materials are currently in use in migrant education, bilingual education, and health education programs for children in grades 1-3 in 12 states. They have been adopted statewide in 55 Washington school districts.

Quest is a secondary school health curriculum which can be utilized after a 2 1/2 day training session. The training prepares staff to utilize this program which includes the following units: self concept, feelings, friends, marriage, parenting, parent participation, financial management, life planning, family, and life philosophy.

The *Chicago Heart Health Curriculum Program* was initiated 8 years ago to analyze and reduce risk factors associated with cardiovascular disease. The program was designed for 11 and 12 year old Chicago public school students and their families. The program is based on humanistic principles of choice and laternatives. The curriculum and teacher guide provide a variety of activities from which the classroom teacher can choose, allowing flexibility and the potential to individualize instruction. An effective part of the program has been the involvement of the family. Materials are regularly sent home to the parents for education and reinforcement. The curriculum and teacher guide should be available for national dissemination by September of 1983.

Contact

Edwin T. Rios
Educational Factors, Inc.
P.O. Box 6389
San Jose, CA 95150
Telephone: (408) 289-1557



Rick Little
Quest, Inc.
2703 North Main Street
Findlay, OH 45840
Telephone: (419) 424-9693

Dr. Albert Sunseri
Chicago Heart Health Curriculum
Program
Chicago Heart Association
20 Wacker Drive
Chicago, IL 60606
Telephone: (312) 346-4675

APPENDIX A

MASSACHUSETTS HEALTH MANDATE AS FOUND IN THE GENERAL LAWS

Massachusetts General Laws, Chapter 71, Section 1 (first 9 sentences). This law has been amended 3 times: in August, 1974 by Chapter 753; in December, 1977 by Chapter 408; and in January, 1977 by Chapter 916. The amended law now reads:

"Every town shall maintain, for at least the number of days required by the board of education in each school year unless specifically exempted as to any one year by said board, a sufficient number of schools for the instruction of all children who may legally attend a public school therein. No town shall hold double sessions in any public school, if in any other public school or comparable grade levels in such town there are vacant spaces for more than thirty-five children, the number of such vacant spaces to be computed without exceeding a maximum of thirty-five children to a classroom. The board of education may suspend the application of the preceding sentence in a particular town for a limited period. Such schools shall be taught by teachers of competent ability and good morals, and shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and constitution of the United States, the duties of citizenship, health education, physical education and good behavior."

INSTRUCTION IN HEALTH EDUCATION SHALL INCLUDE, BUT SHALL NOT BE LIMITED TO: CONSUMER HEALTH, ECOLOGY, COMMUNITY HEALTH, BODY STRUCTURE AND FUNCTION, SAFETY, NUTRITION, FITNESS AND BODY DYNAMICS, DENTAL HEALTH, EMOTIONAL DEVELOPMENT, AND TRAINING IN THE ADMINISTRATION OF FIRST AID, INCLUDING CARDIOPULMONARY RESUSCITATION. THE DEPARTMENT OF EDUCATION SHALL PAY FOR THE COST OF ANY SUCH INSTRUCTION IN CARDIOPULMONARY RESUSCITATION; PROVIDED, HOWEVER, THAT A SCHOOL COMMITTEE MAY BY MAJORITY VOTE DECIDE THAT SUCH INSTRUCTION SHALL NOT BE OFFERED. IN CONNECTION WITH PHYSIOLOGY AND HYGIENE, INSTRUCTION AS TO THE EFFECTS OF ALCOHOLIC DRINKS AND OF STIMULANTS, INCLUDING TOBACCO, AND NARCOTICS ON THE HUMAN SYSTEM, AS TO TUBERCULOSIS AND ITS PREVENTION, AS TO DETECTION AND PREVENTION OF BREAST AND UTERINE CANCER, AND AS TO FIRE SAFETY, INCLUDING INSTRUCTION IN THE FLAMMABLE QUALITIES OF CERTAIN FABRICS, AND AS TO THE PREVENTION AND TREATMENT OF BURN INJURIES, SHALL BE GIVEN TO ALL PUPILS IN ALL SCHOOLS UNDER PUBLIC CONTROL, EXCEPT SCHOOLS MAINTAINED SOLELY FOR INSTRUCTION

IN PARTICULAR SUBJECT AREAS. NO PUPIL SHALL BE REQUIRED TO TAKE OR PARTICIPATE IN INSTRUCTION ON DISEASE, ITS SYMPTOMS, DEVELOPMENT AND TREATMENT, WHOSE PARENT OR GUARDIAN SHALL OBJECT THERETO IN WRITING ON THE GROUNDS SUCH INSTRUCTION CONFLICTS WITH HIS SINCERELY HELD RELIGIOUS BELIEFS, AND NO PUPIL SO EXEMPT SHALL BE PENALIZED BY REASON OF SUCH EXEMPTION.

Such other subjects as the school committee considers expedient may be taught in the public schools...."

Chapter 555. AN ACT EXEMPTING FROM CIVIL LIABILITY CERTAIN TRAINED INDIVIDUALS FOR RENDERING EMERGENCY CARDIOPULMONARY RESUSCITATION.

Be it enacted, etc., as follows:

Chapter 112 of the General Laws is hereby amended by inserting after section 12U, inserted by Chapter 397 of the Acts of 1977, the following section:

Section 12V. Any person who is currently certified by the American National Red Cross or the American Heart Association in cardiopulmonary resuscitation, or any person who has successfully met the training requirements of a course in basic emergency care of the unwitnessed cardiac arrest, conducted according to the standards established by the American Heart Association, who in good faith and without compensation renders emergency cardiopulmonary resuscitation in accordance with his training, other than in the course of his regular professional or business activity, to any person who apparently requires cardiopulmonary resuscitation, shall not be liable for acts or omissions, other than gross negligence or willful or wanton misconduct, resulting from the rendering of such emergency cardiopulmonary resuscitation.

Approved September 26, 1977

Chapter 660. AN ACT EXEMPTING TEACHERS FROM CIVIL LIABILITY FOR EMERGENCY FIRST AID OR TRANSPORTATION RENDERED TO INJURED STUDENTS.

Be it enacted, etc., as follows:

Section 55A of Chapter 71 of the General Laws, inserted by section 3 of Chapter 265 of the Acts of 1938, is hereby amended by adding the following paragraph:

No public school teacher, principal, or nurse who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school building or on the grounds thereof shall be liable in a suit for damages as a result

of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall he be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall he be subject to any disciplinary action by the school committee for such emergency first aid or transportation.

Approved August 20, 1973

Chapter 71, s. 38 0. SEX EDUCATION: ADVISORY COMMITTEE

In any city, town or regional school district which accepts this section, the school committee shall meet at least once every other month with an advisory committee which shall advise said school committee concerning reading, visual aid, and all other material pertaining to sex education. Said committee shall consist of eleven members, one of whom shall be a physician and seven of whom shall be parents of children attending a school of such city, town or regional school district. The school committee in June of each year shall appoint said committee. Added by St. 1975, c. 371.

Chapter 662. AN ACT REQUIRING SCHOOL COMMITTEE APPROVAL OF CERTAIN REQUESTED COURSES.

Be it enacted, etc., as follows:

Section 13 of Chapter 71 of the General Laws, as most recently amended by Chapter 259 of the Acts of 1979, is hereby further amended by striking out the first sentence and inserting in place thereof the following sentence: In every public school having not less than one hundred and fifty pupils, any course not included in the regular curriculum shall be taught if the parents or guardians of not less than thirty pupils or of a number of pupils equivalent to five per cent of the pupil enrollment in the high school, whichever is less, request in writing the teaching thereof; provided that said request is made and said enrollment is completed before the preceding August first; provided, further, a qualified teacher is available to teach the course; and provided, further, that the approval and implementation of said course is voted by two-thirds or more of the full membership of the school committee.

Approved December 22, 1981

Chapter 111. AN ACT PROVIDING THAT CERTAIN COURSES TAUGHT IN PUBLIC HIGH SCHOOLS
SHALL BE GIVEN ACADEMIC CREDIT.

Be it enacted, etc., as follows:

Section 13 of Chapter 71 of the General Laws, as amended by section 1 of Chapter 215 of the Acts of 1972, is hereby further amended by adding the following sentence:-
Such courses as may be taught under this section shall be given the same academic credit necessary for a high school diploma as is given the similar courses taught in said public high school, provided that the school committee shall make a determination as to the credit equivalency of such course prior to its being offered.

Approved March 27, 1973

APPENDIX B **SAMPLE NEEDS ASSESSMENT**

PLANNED TOPICAL UNITS OF INSTRUCTIONS	HOW WELL IS THIS TOPIC COVERED	HOW WELL PREPARED TO TEACH UNIT	HOW IMPOR- TANT FOR YOUR GRADE LEVEL	MAJOR EMPHASIS OF INSTRUCTION	APPROXI- MATE TIME ALLOCA- TION	COORDINATION & COMMUNICATION WITH OTHER TEACHING UNITS	BEST RESOURCES USED - PEOPLE AND/OR MATERIALS	RESOURCES NEEDED
Major Content Areas:	V S N	V S N	V S N	K A PS	Hrs.PerWk.	V S N	Briefly Note	
Physical health								
a. Growth and development								
b. Personal care								
c. Nutrition								
d. Dental health								
e. Fitness								
Mental health								
a. Emotions								
b. Emotional needs								
c. Self-concept								
d. Significant influences								
e. Coping skills								
Safety								
a. Accident prevention								
b. Home safety								
c. Risk-taking behavior								
d. Recreational safety								
e. First aid								
Community health								
a. Environmental health								
b. Health careers								
c. Health care resources								
d. Prevention/con- trol of disease								
e. Health problems								

Source: Chet Bradley, "Sample Health Education Program Assessment Tool," Madison, WI (mimeographed)

Key: V=very; S=somewhat; N=not at all; K=knowledge; A=attitudes; PS=problem solving

APPENDIX C

HEALTH EDUCATION SURVEY

DIRECTIONS: Below you will find a number of statements which may hinder a Health Instruction Program. Read each statement carefully and indicate the degree which you think it hinders the health instruction program in your school. Please place a check mark () under Not a Hindrance, Slight Hindrance, Definite Hindrance, or Major Hindrance for each statement.

POSITION: Please indicate your position by placing a check mark () beside the appropriate title below:
☐ Health Supervisor
☐ Administrator
☐ Teacher
☐ Physician
☐ Nurse
☐ Other

From: West Virginia School Health, Division of Instructional Systems, Charleston, West Virginia.

THE HEALTH EDUCATION PROGRAM ENABLES THE STUDENT TO:	Not a Hindrance	Slight Hindrance	Definite Hindrance	Major Hindrance
1. Identify personal, physical, social, and emotional health problems.	()	()	()	()
2. Know the health services available within the community and how they function.	()	()	()	()
3. Identify valid health sources and compile factual health information.	()	()	()	()
4. Discriminate between sound and poor health information.	()	()	()	()
5. Analyze and select proper health services.	()	()	()	()
6. Recognize the importance of preventing those conditions which can be prevented.	()	()	()	()
7. Understand the environment of his community and any health problems that may exist in the environment.	()	()	()	()
8. Understand the effects of alcohol, tobacco, drugs, and stimulants.	()	()	()	()
9. Understand the causes of disease and their effect on self and community.	()	()	()	()
10. Understand his role in personal and interpersonal relationships.	()	()	()	()
11. Select foods that will contribute to the building of the body's organs, muscles, and tissues.	()	()	()	()
12. Understand the structure, function, and development of the body.	()	()	()	()
13. Develop a responsibility for personal and community health.	()	()	()	()

APPENDIX D

STUDENT HEALTH INTEREST SURVEY

DIRECTIONS: Below you will find a number of statements about health. Read each statement carefully and decide the amount of interest you now have in knowing or learning more about the topic. Place a check mark () in the box under No Interest, Low Interest, Medium Interest, or High Interest for each statement. Be sure to fill in only one space for each health statement.

Your participation in this survey is voluntary. If you prefer not to respond to a particular statement, then leave that item blank.

From: West Virginia School Health, Division of Instructional Systems, Charleston, West Virginia.

Name _____

Homeroom Teacher _____

Name of School _____

Sex: Male () Female ()

	<u>No Interest</u>	<u>Low Interest</u>	<u>Medium Interest</u>	<u>High Interest</u>
1. The advantages of physical fitness	()	()	()	()
2. The signs and symptoms of diabetes	()	()	()	()
3. Selecting non-prescription drugs	()	()	()	()
4. The meaning of love	()	()	()	()
5. Resistance to disease and how you can help to keep it high	()	()	()	()
6. The types of wounds and how a first aider should help care for them	()	()	()	()
7. Why water is necessary to life	()	()	()	()
8. The effects of abortion on the mother and father	()	()	()	()
9. Digestion of food and the kinds of food that help in digestion	()	()	()	()
10. The reasons for keeping records of births, diseases, and deaths	()	()	()	()
11. How to prevent and treat shock	()	()	()	()
12. The importance of your personal appearance and how you look to others	()	()	()	()
13. What help you and your family can get from various health organizations	()	()	()	()
14. Where and why most accidents occur in school	()	()	()	()
15. Helping a person to breathe who has stopped breathing	()	()	()	()

	<u>No Interest</u>	<u>Low Interest</u>	<u>Medium Interest</u>	<u>High Interest</u>
16. The basic types and amounts of food that you should eat each day	()	()	()	()
17. Evaluating consumer health products and foods	()	()	()	()
18. Problems in dating	()	()	()	()
19. The relationship of health and personality	()	()	()	()
20. How to recognize and get treatment for venereal disease	()	()	()	()
21. The function of the bones and muscles in your body	()	()	()	()
22. How home and community life is affected by alcohol drinking	()	()	()	()
23. Air and water pollution as major health hazards	()	()	()	()
24. How the community prepares itself for emergencies	()	()	()	()
25. What it means to be a woman	()	()	()	()
26. How poor teeth can affect the whole body	()	()	()	()
27. Helpful ways to improve the growth and development of your body	()	()	()	()
28. How smoking affects the heart and blood pressure	()	()	()	()
29. How smoking affects your eating habits	()	()	()	()
30. How your glands affect your growth	()	()	()	()
31. How to relax	()	()	()	()
32. How emotional tension is related to both underweight and overweight	()	()	()	()
33. Why you need to know if your blood is Rh positive or Rh negative	()	()	()	()
34. Diseases which can be prevented by having a vaccination	()	()	()	()
35. When you should diet or change your eating habits	()	()	()	()
36. The relationship between drugs and accidents	()	()	()	()
37. The selection and use of aids in caring for your teeth and breath	()	()	()	()
38. Clothing fads and fashions	()	()	()	()
39. Health insurance--how much it costs and the different kinds available	()	()	()	()

	<u>No Interest</u>	<u>Low Interest</u>	<u>Medium Interest</u>	<u>High Interest</u>
40. The effects of divorce on parents and children	()	()	()	()
41. How to avoid worry and nervousness	()	()	()	()
42. Diseases that are spread in polluted water	()	()	()	()
43. The functions of the heart	()	()	()	()
44. How white blood cells help destroy germs in your body	()	()	()	()
45. The physical changes that take place in your body during adolescence	()	()	()	()
46. Ways to make your school safe and healthful	()	()	()	()
47. The meaning of death	()	()	()	()
48. The effects of identifying and treating illnesses by yourself	()	()	()	()
49. When you should see a doctor	()	()	()	()
50. Career opportunities in the health occupations	()	()	()	()
51. The services and work performed by the World Health Organization	()	()	()	()
52. Ways to develop confidence in yourself	()	()	()	()
53. Role of vitamins in supplementing your diet	()	()	()	()
54. Ways to help lose weight without harming yourself	()	()	()	()
55. Identifying nutritious snack foods	()	()	()	()
56. The danger signs of cancer	()	()	()	()
57. Ways to select better food for you to eat	()	()	()	()
58. Pros and cons of fluoridation	()	()	()	()
59. How to develop your own health standards and values	()	()	()	()
60. Factors which regulate the rate of breathing	()	()	()	()
61. Factors which determine how much you should weigh	()	()	()	()
62. Various characteristics you were born with and others which you have learned	()	()	()	()
63. How your attitudes affect the way you behave	()	()	()	()
64. What it means to be a man	()	()	()	()
65. The birth process	()	()	()	()

	<u>No Interest</u>	<u>Low Interest</u>	<u>Medium Interest</u>	<u>High Interest</u>
66. How you should choose a doctor	()	()	()	()
67. Birth control	()	()	()	()
68. Why it is important to eat at definite times during the day	()	()	()	()
69. The problems involved in establishing your own home	()	()	()	()
70. The importance of a well-balanced diet in maintaining good health	()	()	()	()
71. The marriage relationship	()	()	()	()
72. Function of disaster relief programs	()	()	()	()
73. How to solve personal problems	()	()	()	()
74. Ways to help get along with family and friends	()	()	()	()
75. Care and treatment of skin problems	()	()	()	()
76. The effect of physical exercise on the body	()	()	()	()
77. The rights of the non-smoker	()	()	()	()
78. What conditions are necessary for passing on a disease from one person to another	()	()	()	()
79. Following a doctor's directions for taking care of simple illnesses	()	()	()	()
80. The effects of using drugs for kicks	()	()	()	()
81. Finding places in your community where you can get help in solving a personal problem	()	()	()	()
82. The importance of enough sleep and rest	()	()	()	()
83. The danger of using drugs for weight control	()	()	()	()
84. How to help a person who is bleeding severely	()	()	()	()
85. The purpose of medical examination	()	()	()	()
86. How medicines assist in fighting disease	()	()	()	()
87. Dangers of overweight and/or underweight	()	()	()	()
88. How people in your community can help protect their health	()	()	()	()
89. The effects of medicine on your body	()	()	()	()
90. Body odor and why you may not be aware of your own odor	()	()	()	()

	<u>No Interest</u>	<u>Low Interest</u>	<u>Medium Interest</u>	<u>High Interest</u>
91. How to use cosmetics properly	()	()	()	()
92. How alcohol affects the body	()	()	()	()
93. How alcohol causes mental changes	()	()	()	()
94. The effect that drugs may have on your personality	()	()	()	()
95. Which foods help to build and repair body tissues	()	()	()	()
96. How to prevent bad breath	()	()	()	()
97. Safety hazards in the home	()	()	()	()
98. How smoking can influence the way you live	()	()	()	()

OTHER TOPICS: What else would you like to know or learn more about?

APPENDIX E

HEALTH EDUCATION SURVEY

DIRECTIONS: Your school/school system has been selected to be a part of the Health Education Survey. Below you will find a number of statements which may hinder a Health Instruction Program. Read each statement carefully and indicate the degree which you think it hinders the health instruction program in your school or school system. Please place a check mark () in the box under Not a Hindrance, Slight Hindrance, Definite Hindrance, or Major Hindrance for each statement.

POSITION: Please indicate your position by placing a check mark () beside the appropriate title below:

- () Health Supervisor
- () Administrator
- () Teacher
- () Physician
- () Nurse
- () Other

	<u>Not a Hindrance</u>	<u>Slight Hindrance</u>	<u>Definite Hindrance</u>	<u>Major Hindrance</u>
1. School system does not have a health education supervisor.	()	()	()	()
2. Classroom teacher feels inadequately prepared (content and materials) to teach health.	()	()	()	()
3. Health education contains too many sensitive controversial topics.	()	()	()	()
4. School system does not provide enough health education supportive services.	()	()	()	()
5. School system does not offer enough health education in-service programs for teachers.	()	()	()	()
6. Inadequate support and service from state-level agencies.	()	()	()	()
7. Schools are unable to secure certified health teachers.	()	()	()	()
8. Too many subjects are demanding top priority in school scheduling time.	()	()	()	()
9. Up-to-date health education materials are not available.	()	()	()	()
10. Appropriate text materials are not provided.	()	()	()	()
11. State curriculum guides for health instructions are not available.	()	()	()	()
OTHER: _____	()	()	()	()

NOTES

MASSACHUSETTS DEPARTMENT OF EDUCATION REGIONAL CENTERS

Central Massachusetts Regional Center
Beaman Street, Route 140
West Boylston, Massachusetts 01583
Telephone: (617) 835-6267

Greater Boston Regional Center
Schofield School
27 Cedar Street
Wellesley, Massachusetts 02181
Telephone: (617) 727-1470

Northeast Regional Center
219 North Street
North Reading, Massachusetts 01864
Telephone: (617) 727-0600

Pittsfield Regional Center
188 South Street
Pittsfield, Massachusetts 01201
Telephone: (413) 499-0745

Southeast Regional Center
P.O. Box 29
Lakeville, Massachusetts 02346
Telephone: (617) 947-1234

Springfield Regional Center
Ashley School
88 Massasoit Avenue
West Springfield, Massachusetts 01089
Telephone: (413) 739-7271

Resources For Schools...



MASSACHUSETTS DISSEMINATION PROJECT

Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

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...connecting Massachusetts schools
with materials, programs, and people.

**The Medical
Foundation,
Inc.**

dedicated to Better Health through Research and Education

DIRECTORY

OF AGENCIES
WITH RESOURCES
FOR SCHOOL
HEALTH PROGRAMS



DIRECTORY INDEX

TOPIC	AGENCY NUMBER
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] Action for Child Transportation Safety

99 Eerie Avenue
 Newton, Highlands, MA 02161
 (617) 527-6702, Pat Bartoshesky, Sec.

**Information on the necessity for, and means of,
 protection in automobiles [safety belts and
 crash worthy car seats].*

**Resource list of educational materials.*

] Action for the Prevention of Burn Injuries to Children [APBIC]

114 Main Street
 Charlestown, MA 02129
 (617) 426-3381, Martha Bierbaum, Chairman, Bd. of

Directors; 241-7571, Joan Hand, Pres

**Assistance in educating children about the hazards of fires and flammable materials, fire and burn prevention, and what to do if on fire.*

**"Ban the Burn" educational project [charge].*

3] Alcohol Regional Primary Prevention Centers

Refer to Regional Health Service Areas (HSA's) listed below.

**Resources for alcohol information and materials*

**Provide programs and activities to reduce and minimize the incidence of alcohol related problems*

**Promote, plan, organize, and coordinate primary prevention services with their regions.*

Regional Centers:

HSA I. Regional Alcohol Abuse Prevention Program
Lifeways, 184 Northampton Street
Easthampton, MA 01027, (413) 527-7800

HSA II. Primary Prevention Program
To Your Health, Inc., Countryside Drive,
Milford, MA 01757, (617) 839-9341

HSA III. Primary Prevention Center
Lowell General Hospital, 295 Varnum Avenue
Lowell, MA 01854, (617) 454-7301

HSA IV-A. Mount Auburn Hospital
Alcohol Education & Training Center
520 Main Street, Waltham, MA 02154
(617) 893-0111

HSA IV-B. Boston Center for Alcohol and Health
The Medical Foundation, 29 Commonwealth
Avenue, Boston, MA 02116, (617) 267-8555

HSA IV-C. Alcohol Resource Center for Primary
Prevention, South Shore Council on Alcoholism,
429 Watertown Street, Newton, MA 02158,
(617) 964-8380

HSA V. Pathways to Health
Human Service Center, Lakeville Hospital,
Lakeville, MA 02346, (617) 947-9478

HSA VI. Prevention Center
North Shore Council on Alcoholism,
183 Newbury Street, Danvers, MA 01923
(617) 777-2664, (617) 595-0404 (Boston area)

4] American Cancer Society

247 Commonwealth Avenue

Boston, MA 02116

(617) 267-2650, Kathy O'Connor, Dir. of Publ. Info.

**Catalogue of school health materials available free of charge.*

- *Pamphlets, films, curriculum for all grade levels.
- *Volunteer physicians and nurses to address students on cancer-related topics.

Regional Offices:

P.O. Box 173, Ashland, MA 01721
 (617) 881-3387

7 West Elm Street, Brockton, MA 02401
 (617) 583-8515

10 Federal Street, Greenfield, MA 01301
 (413) 773-8458

8 Barnstable Road, Hyannis, MA 02601
 (617) 775-6900

4 Lee Street, Lowell, MA 01852
 (617) 454-6811

45 Munroe Street, Lynn, MA 01901
 (617) 598-5120

7 Taber Street, New Bedford, MA 02740
 (617) 996-6262 or 5120

7 Pearl Street, Springfield, MA 01103
 (413) 785-1545

Washington Street, Room 245, Worcester, MA 01608
 (617) 752-0666

American Heart Association

33 Broad Street, 8th floor
 Boston, MA 02109
 (617) 227-2805, Irv E. Geffen, Asst. Prog. Dir.

**Pamphlets, films, curriculum guides, and related materials which emphasize cardiovascular health.*

**A guide for teachers and youth workers that includes heart education activities and suggestions for lesson and unit plan development.*

**Consultation provided to teachers, schools, and school systems interested in the development of a cardiovascular component for their health education curricula.*

**Volunteer speakers available to address groups regarding cardiovascular health.*

Division Offices:

Northeast Division
 9 North Main Street, Andover, MA 01810
 (617) 475-8030

Southeast Division
 75 Westgate Drive, Brockton, MA 02401
 (617) 584-0446

Greater Boston Division
 12 Cypress Street, Brookline, MA 02146
 (617) 738-4920

Gulf and Islands Division

383 Iyanough Road, Hyannis, MA 02601
(617) 775-2533

Berkshire Division
314 North Street, Pittsfield, MA 01201
(413) 422-0495

Western Division
393 Maple Street, Springfield, MA 01105
(413) 732-4121

Central Division
9 Exchange Street, Worcester, MA 01608
(617) 753-5446

6] American Lung Association of Massachusetts

P. O. Box 427
385 Elliot Street
Newton Upper Falls, MA 02164
(617) 969-1090, Louis Carvelli, Exec. Dir.

**Literature, posters, curricula about smoking,
pollution, and the respiratory system and
diseases.*

**Audiovisual loan and professional assistance
developing tuberculosis testing, asthmatic child-
ren's programs, no-smoking policies, etc.*

**Free catalogue available.*

Affiliate Offices:

American Lung Association of Boston
51 Sleeper Street, Boston, MA 02210
(617) 426-8330

Middlesex-Cambridge Lung Association
5 Mountain Road, Burlington, MA 01803
(617) 262-2866

Southeastern Massachusetts Lung Association
West Grove Street (Route 28), P.O. Box 43
Middleboro, MA 02346
(617) 947-7204

Western Massachusetts Lung Association
393 Maple Street, Springfield, MA 01105
(413) 737-3506

Essex County Lung Association
239 Newburyport Turnpike, (Route 1)
P.O. Box 288, Topsfield, MA 01983
(617) 887-6055

Norfolk County-Newton Lung Association
25 Spring Street, Walpole, MA 02081
(617) 668-6729

Central Massachusetts Lung Association
35 Harvard Street, Worcester, MA 01609
(617) 756-5749

7] American Red Cross, New England Division

99 Brookline Avenue

Boston, MA 02215

(617) 262-1234, Frank Carroll, Safety Programs

Helen Zukos, R.N., M.S., Nurs and Health
Serv

**Offers courses in home nursing, parenting, baby-sitting, grooming, vital signs, first aid [primary to high school levels], cardiopulmonary resuscitation [CPR], and others.*

**Teachers and nurses interested in providing Red Cross courses as part of a health curriculum should contact their local chapters for instructor training and authorization.*

**Educational materials for elementary grades: "Super Cell Twins" [about blood and circulation]; Basic Aid Training; and "I do declare, I am aware" [youth awareness].*

8] Arthritis Foundation, Mass. Chapter

59 Temple Place

Boston, MA 02111

(617) 542-6535 Cheryl Marsh, Publ. Info. and Educ.

1-800-882-1464 (toll-free)

**Major resource for arthritics, families, health professionals, and educators dealing with arthritis and its related rheumatic conditions.*

**Provides arthritis literature, medical articles, and drug alerts.*

**Film-lending library.*

**Speakers Bureau to educate students and teachers at different grade levels about the disease.*

9] Blue Cross and Blue Shield of Massachusetts

P. O. Box 1178 Boston, MA 02103

(617) 956-2618, Patricia Badger, Manager, Health
Educ. and Info.

**Demonstration and training programs for teacher groups and/or classroom instruction.*

**Literature on various health topics including "The Teacher's Guide to Health Thyself."*

**Tel-Med telephone brochures available.*

10] Boston Guild for the Hard of Hearing

283 Commonwealth Avenue

Boston, MA 02115

(617) 267-4730, Claire K. Kennedy, Exec. Dir.

**Information and referral services.*

**Workshops and lectures on hearing problems, symptoms, effects of hearing loss, follow-up, and*

175 State Street, (2nd floor), Springfield, MA
01103, (413) 733-6639

18] Juvenile Diabetes Foundation

South Shore Chapter
43 Althea Road
Randolph, MA 02368
(617) 963-1512, Harriet Roberts, Sec.

**Provides parent to parent counseling to new diabetics and their families.*

**Volunteers are available to share information in schools, hospitals, service groups, etc.*

**Films on low blood-sugar emergencies.*

**Pamphlets and posters available.*

Massachusetts Chapters:

48 Wilbert Terrace, Feeding Hills, MA 01030
(413) 786-1905

390 Belknap Road, Framingham, MA 01701
(617) 877-3603

P. O. Box 1471, Lowell, MA 01852
(617) 256-1585

19] Lifeways: Health Promotion Resource Center for Western Massachusetts, Inc.

184 Northampton Street
Easthampton, MA 01027
(413) 527-7800, Amy Kahn, (Alcohol Education)
586-8550, Jeffrey Kichen, Prog. Evaluator

**Resource library on health promotion which includes school health education materials and collection of alcohol education materials.*

**Consultation and technical assistance on incorporating health promotion information and activities into school settings.*

**Consultation and training on prevention of alcohol abuse.*

**Workshops on stress management for school personnel.*

20] The March of Dimes, Birth Defects Foundation

New England Division
35 West Street
Concord, NH 03301
(603) 228-0727, Lloyd Farmham, Regional Dir.

**Pamphlets, booklets, and complete film library on birth defects, prenatal care, child development, nutrition, etc.*

**Curriculum guide on nutrition and educational program on teenage pregnancy and parenting.*

**Speakers available.*

Chapter Offices:

Berkshire County

74 North Street, Room 412, Pittsfield, MA 01201
(413) 499-2291

Massachusetts Bay

865 Providence Highway, Dedham, MA 02026
(617) 329-1360

Merrimack Valley

89 North Main Street, Andover, MA 01810
(617) 475-0100

Pioneer Valley

660 Main Street, Springfield, MA 01105
(413) 739-9601

Southeastern Massachusetts

P.O. Box 329, 127 Taunton Street, Middleboro, MA 02346
(617) 947-1519

Worcester

298 Boston Turnpike, Shrewsbury, MA 01545
(617) 799-9245

**21] Massachusetts Association for Health,
Physical Education and Recreation
[MAHPER]**

27 Tanglewood Drive

West Yarmouth, MA 02673

(617) 775-4408, J. Robert Eddy, Exec. Sec.

**Annual clinics, conferences and workshops on
related topics.*

**Journal published 3 times a year to which articles
may be contributed.*

**Offers health educators opportunity of a profess-
ional association with peers.*

**22] Massachusetts Association for Retarded
Citizens [MARC]**

217 South Street

Waltham, MA 02154

(617) 891-6270, Mary Lou Maloney, Exec. Dir.

**Information on all aspects of mental retardation,
including prevention and causes.*

**Referral for direct services.*

**Has 27 local chapters.*

**23] Massachusetts College of Pharmacy and
Allied Health Sciences**

179 Longwood Avenue

Boston, MA 02115

(617) 732-2842, Dr. Benjamin Hershenson, Dean

**Various courses in pharmacology and drug abuse*

for teachers and nurses [tuition charge].

**Consultation on health related issues.*

24] Massachusetts Commission for the Blind

110 Tremont Street, 6th floor

Boston, MA 02108

(617) 727-5550;

727-5554, Chloe Davidson, Children's Serv.

**Maintains central registry of all reported legally blind children and those with defective sight.*

**Offers children's services, home teaching, and talking books.*

25] Massachusetts Consortium for Alcohol Education

11 Muzzey Street

Lexington, MA 02173

(617) 862-5822;

(617) 537-8278, Karen Ohina, Co-chairman

(617) 523-1250, Ed Bacherman, Co-chairman

**Currently 20 member organizations.*

**Clearinghouse for materials, curricula, and educational surveys.*

**Conducts workshops, conferences, and needs assessments.*

**Publications, quarterly newsletter, guide to materials and sources.*

26] Massachusetts Council on Alcoholism

15 Court Square, Suite 520

Boston, MA 02108

(617) 367-5872, Jane D. Matheson, Exec. Dir.

**Public information on alcohol — its use and non-use.*

**Facilitates resource sharing between educators interested in starting an alcohol education program and agencies with such programs.*

27] Massachusetts Dental Society, Council on Dental Health

36 Washington Street

Wellesley Hills, MA 02181

(617) 237-6511, Donna Banders, Sec.

Michael C. Sheff, Chairman

**Film library with 45 16mm sound films on dental health.*

**Loan of films, pamphlets, and posters on dental health available.*

28] Massachusetts Department of Education

Bureau of Student Services

31 St. James Avenue

Boston, MA 02116

(617) 727-5758, Cheryl Haug, Dir., Phys. Ed.

**Interprets and oversees compliance with state laws and regulations in areas of health education and physical education.*

**Plans, coordinates, and implements health education, physical education, drug, alcohol, and safety education programs.*

**Conducts in-service training programs in these areas.*

Regional Education Centers:

Central Massachusetts Regional Center

Beaman Street, Route 140, West Boylston, MA 01583

(617) 835-6267

Greater Boston Regional Center

54 Rindge Avenue Extension, Cambridge, MA 02140

(617) 547-7472

Northeast Regional Center

219 North Street, North Reading, MA 01864

(617) 664-5723

Pittsfield Regional Center

88 South Street, Pittsfield, MA 02101

(413) 499-0745

Southeast Regional Center

Lakeville State Hospital

P. O. Box 29, Middleboro, MA 02346

(617) 947-3240

Springfield Regional Center

55 Maple Street, Springfield, MA 01105

(413) 739-7271

29] Massachusetts Department of Mental Health

160 North Washington Street

Boston, MA 02114

(617) 727-5628, Brooke Pope, Dir., Publ. Info.

**Listing of services throughout the Commonwealth.*

**Information regarding state hospitals, community mental health programs, hotline numbers, films, and pamphlets.*

**Affiliated with Media Resource Center at the Fernald State School which has films, slides, and pamphlets about mental health.*

**Through the Division of Drug Rehabilitation, regional drug coordinators are available for technical assistance, information, and resource materials about drug abuse prevention and treatment.*

Regional Offices:

Region I, Northampton State Hospital
P. O. Box 389, Northampton, MA 01060
(413) 584-1644, 727-2516

Region II, Glavin Regional Center
214 Lake Street, Shrewsbury, MA 01545
(617) 845-9111

Region III, Danvers State Hospital
P. O. Box 100, Hathorne, MA 01937
(617) 727-9550 - 9559, 774-5000

Region IV-A, Metropolitan State Hospital
475 Trapelo Road, Waltham, MA 02154
(617) 894-4300, 727-1453

Region IV-B, Medfield State Hospital
45 Hospital Road, Medfield, MA 02052
(617) 727-9830

Region V, Brockton Multi-Service Center
165 Quincy Street, Brockton, MA 02401
(617) 727-7905

Region VI, Eric Lindemann Mental Health Center
Government Center, Boston, MA 02114
(617) 727-5795

30] Massachusetts Department of Public Health

Division of Alcoholism
755 Boylston Street
Boston, MA 02116

(617) 727-1960, Milton Wolk, Asst. Dir., Health
Educ.

**Technical assistance in program development.*

**Alcohol education consultation and curriculum
planning.*

**Educational materials.*

**Referral to regional alcohol resource libraries.*

31] Massachusetts Department of Public Health

Division of Family Health Services/Services
School Age Children
80 Boylston Street, Room 742
Boston, MA 02116

(617) 727-0944, Katherine P. Messenger, Dir.
School Hlth. Serv. Unit

**Interpretation of state laws and regulations
regarding school health services.*

**Arrange for training of school personnel who
conduct vision, hearing or postural screening.*

**Materials and resource information.*

**In-service continuing education for school nurses
and physicians.*

**Consultation on individual health problems, policies, and program evaluation.*

2] Massachusetts Department of Public Health

Division of Health Education

600 Washington Street

Boston, MA 02111

(617) 727-7171, Chester R. Kennedy, Asst. Dir., Health Educ.

**"Sources of Free and Inexpensive Aids to Health Education" booklet available.*

**Co-sponsors workshops and meetings relating to school health education for school administrators, teachers, health professionals, etc.*

**Coordination and linkage to other state official and voluntary agencies involved in implementing state laws that mandate health education in schools.*

**Resource materials.*

3] Massachusetts Department of Public Health

Division of Preventive Medicine

600 Washington Street

Boston, MA 02111

(617) 727-2662, Henry Vera-Garcia, Hypertension Proj. Coordinator

**Two curricula on hypertension and cardiovascular disease developed by the Beverly School System and the American Heart Association, Massachusetts affiliate, available for review.*

**Resource materials for implementing school programs are available.*

Regional Offices:

Central Regional Health Office

Rutland Heights Hospital, Rutland, MA 01543

(617) 886-6111

Northeastern District Office

Tewksbury Hospital, Tewksbury, MA 01876

(617) 727-4610

Southeastern District Office

Lakeville Hospital, Lakeville, MA 01440

(617) 947-1231

Western District Office

246 North Street, Pittsfield, MA 01201

(413) 443-4475

Western Regional Headquarters

University of Massachusetts, Amherst, MA 01003

(413) 545-2563, (617) 727-5444

34] Massachusetts Dietetic Association

The Seiler Corporation
153 Second Avenue
Waltham, MA 02154
(617) 890- 6200, Gerri Duffy, Pres

**Career guidance.*

**Community nutrition speakers bureau.*

**Nutrition information for teachers about "Nutrition Month" in March.*

35] Massachusetts Health Council

1672 Beacon Street
Waban, MA 02168
(617) 332-4629, Carolyn W. Darack, Exec. Dir.

**School Health Task Force for the implementation of the law mandating health education in schools.*

**Sponsors meetings, supplies information, and fosters coordination among schools and health agencies.*

**School Health Support Groups throughout the state which: sponsor workshops; collect and analyze educational materials; foster agency cooperation in developing school health curriculum and encourage efforts toward cooperative work among health-related personnel within the school setting.*

36] Massachusetts Hospital Association

5 New England Executive Park
Burlington, MA 01803
(617) 272-8000, Mary B. Conceison, Dir., Public Relations; Ruth Gower, Dir., Vol. Serv.

**Career material for high school students available in limited quantities.*

**List of career material available from American Hospital Association, 840 North Lake Shore Drive, Chicago, IL 60611*

**Information on community health and patient education programs offered by hospitals [CHIPPER].*

37] Massachusetts Medical Society

22 The Fenway
Boston, MA 02215
(617) 536-8812, Mr. E. Spencer, Exec. Sec.
1-800-952-7418

**Literature on health care.*

**School health education models [charge for this manual].*

38] Massachusetts Minority Council on

Alcoholism

15 Court Square, Suite 520

Boston, MA 02108

(617) 367-5872, Paul Bontemps, Dir.

**Ethnically-oriented curriculum materials, films, pamphlets, posters, etc.*

**Speakers and other resource persons available.*

**Resource and training program which provides consultation and technical assistance to agencies that serve minority groups:*

Community Training Resource Center

100 Dimock Street (Goddard Building)

Roxbury, MA 02119

(617) 445-6045, June Cooper, Proj. Dir.

9] Massachusetts Nutrition Board

600 Washington Street, Room 705

Boston, MA 02111

(617) 727-2662, Florence Mackie, Media Consultant
Coordinator

**Series of regional public meetings to share nutrition information.*

**Report "The Status of Nutrition and Nutritional Services" available.*

**Copies of the "Nutrition Resource Directory," a listing of federally and state-funded nutrition programs, available.*

**In collaboration with the Frances Stern Nutrition Center of the Tufts New England Medical Center, operates a nutrition hotline from 10 a.m. to 2 p.m. [727-7173] weekdays.*

10] Massachusetts Parent-Teacher-Student Association

11 Muzzey Street

Lexington, MA 02173

(617) 862-5822;

749-5252, Jocelyn K. Baylow, Health
Co-Chairman

625-0852, Barbara E. Carney, Health
Co-Chairman

**Slide-tape presentation on comprehensive school and community health education available.*

**Volunteers to assist school health professionals.*

**Workshops on parenting and responsible decision-making involving alcohol.*

11] Massachusetts Poison Information Center

300 Longwood Avenue

Boston, MA 02115

(617) 232-2120, Greater Boston Area.
1-800-682-9211, Other Mass. Areas

**Provides telephone information 24 hours a day, 7 days a week on recognition and treatment of poisonings due to toxic substances such as drugs, household products, plants, marine organisms, spiders, and snakes.*

**Obtain poison prevention materials by mailing stamped, self-addressed business envelope above address. Nominal charge for large quantities of materials.*

42] Massachusetts School Health Association, Inc.

New England Dairy and Food Council
1034 Commonwealth Avenue
Boston, MA 02215

(617) 734-6750, Karen Lorentzen, Ed. D., Pres.

**Information about school health programs.*

**Annual meetings and workshops.*

**Assistance in curriculum development, starting programs, in-service training, evaluation, and innovative approaches to health education.*

43] Massachusetts School Nurses Organization

16 Norfolk Road
Randolph, MA 02368

(617) 963-2193, Susan H. Kelly, Pres.

**Assists school nurses in updating medical knowledge and procedures.*

**Involved in standards for school nurses, including certification.*

44] Massachusetts School Physicians Association

10 Chestnut Street
Needham, MA 02192

(617) 444-1583, Dr. Asha Wallace, Pres.

**Seminars in school health.*

**Consultations and program planning with nurses, physicians, administrators, and health educators.*

**Speakers [physicians and others] available.*

45] Massachusetts Society of Eye Physicians and Surgeons

P. O. Box 128
Brighton, MA 02135

(617) 732-6812, Dr. Don Bienfang, Chairman,
Publ. Info.

894-2020, Mr. Hillard Welch, Dir., Publ. Edu.

**Information on total eye care.*

**Educational speakers available upon request.*

46] Massachusetts Society for the Prevention of Blindness

375 Concord Avenue

Belmont, MA 02178

(617) 489-0007, Jane T. Nagle, Exec. Dir.

**"The Eyes Have It" film on eye safety for grades K to 5, with teacher packet.*

**"An Option to See" film for students grades 7 to 12 on safety eyewear [in shops and labs] with teacher packet.*

**Jr. Wise Owl Clubs for those whose sight has been saved while wearing protective eye devices.*

**"Magic of Sight" series of slides for students of all ages with teacher manual.*

**Catalog of films and publications available.*

47] Massachusetts Speech-Language-Hearing Association

77 Summer Street, Suite 805

Boston, MA 02110

(617) 451-1910, Bethany Gilboard, Exec. Sec.

**Services for individuals with speech, language, and hearing problems.*

**Regional workshops and meetings may be beneficial for school health personnel.*

**Provides persons involved in the fields of Human Communication Disorders with the opportunity to establish common standards and to exchange information and ideas.*

48] The Medical Foundation, Inc.

29 Commonwealth Avenue

Boston, MA 02116

(617) 262-1530, Jamie Kotch, Community Hlth. Assoc.

**Health promotion newsletter which includes school health information.*

**Booklet on health behaviors entitled "Health Thyself: the consumer's guide to better health" with its Teacher's Guide.*

**Sample school health curricula.*

**Consultation on programs and school health topics available.*

**Resource Center provides:*

- 1. Sample health promotion materials for classroom use;*
- 2. resource referral system; and*
- 3. assistance in planning health education programs.*

49] Muscular Dystrophy Association

391 Totten Pond Road

Waltham, MA 02154

(617) 890-0300, Marcia Johnson, Patient Service Coordinator

**Works with school authorities to integrate children with muscular dystrophy and related diseases in existing educational programs.*

**Works to eliminate architectural barriers which make buildings inaccessible to handicapped.*

**Pamphlets and movies available.*

50] National Kidney Foundation of Massachusetts, Inc.

18 Oliver Street, Suite 540

Boston, MA 02110

(617) 426-3366, Kathleen Cove, Develop. Coordinator

**Educational brochures on topics related to kidney function and disease.*

**"Gift of Life" filmstrip, and resource referral for obtaining other films.*

**Speakers, including dialysis and transplant patients who discuss their experiences.*

51] National Multiple Sclerosis Society

460 Totten Pond Road

Waltham, MA 02154

(617) 890-4990, Debra Frankel, Dir., Patient Serv.

**Provides information on MS, a disease which generally strikes young adults aged 20-40 years.*

**Guidance and counseling for persons with MS and their families.*

**Speakers, films, literature, and resource referral.*

52] National Spinal Cord Injury Foundation

369 Elliot Street

Newton Upper Falls, MA 02164

(617) 964-0521, Susan Hayward, Prog. Assoc.

Robert McHugh, Exec. Dir.

**Works to develop a comprehensive system of quality care for persons with spinal cord injuries.*

**Information center on spinal cord injury, including library, resource files, and clearinghouse.*

53] New England Dairy and Food Council

1034 Commonwealth Avenue

Boston, MA 02215

(617) 734-6750, Vickie Hartmann, School Program Coordinator

**Non-profit nutrition education organization servicing educators, community leaders, health professionals, and the media.*

**Provides nutrition education materials, films and creative teaching techniques.*

**"Food...Your Choice," a sequential K to 12 nutrition learning system that integrates nutrition into a variety of subject areas.*

**"Food...Early Choices," a nutrition learning system designed for pre-school settings.*

**"Food/Life Series" workshops for human service providers and other community leaders.*

Regional Offices:

Central Massachusetts

376 Chandler Street, Worcester, MA 01602
(617) 755-6239

Southern Massachusetts

55 Legion Way, Cranston, RI 02910
(401) 781-4292

Western Massachusetts

499 Memorial Avenue, West Springfield, MA 01089
(413) 733-8198

54] New England Hemophilia Association

P. O. Box 22

North Haverhill, NH 03774

(603) 747-2761, Nancy Cruger, Coordinator

**Professional seminars dealing with history, treatment, and problems of hemophilia available on request.*

**Deals with hemophilic family and future of hemophiliac.*

**Assertiveness training and support groups.*

**Two week summer camp - camperships available.*

**Scholarships [2] available.*

55] Planned Parenthood League of Massachusetts, Inc.

99 Bishop Richard Allen Drive

Cambridge, MA 02139

(617) 492-0518, Mary Ann Watjen, Educ. Resources
Coordinator

**Free telephone counseling and referral service for people with needs or questions related to family planning or human sexuality: [617] 492-0777 or 1-800-842-1115 [outside Greater Boston area].*

**Human Sexuality Resource Center including films, charts, models, pamphlets and library.*

**Training and education workshops for professionals and paraprofessionals.*

56] Regional Cancer Control Program

Sidney Farber Cancer Institute
44 Binney Street
Boston, MA 02115
(617) 732-3150, Charlene Dolan, Research Asst.

**Provides technical assistance in developing cancer education programs and curricula, and facilitates communication between school health educators and agencies and/or individuals dealing with cancer issues.*

**Conducts programs on cancer topics, such as breast cancer, prevention and early detection, myths and facts about cancer, smoking, and other subjects.*

**Produces and distributes pamphlets, including annotated resource guide for smoking education programs in schools, information on childhood cancers and students with cancer, and materials on every aspect of the disease.*

**Produces reports on cancer-related legislation.*

57] United Cerebral Palsy Association

358 Chestnut Hill Avenue
Boston, MA 02146
(617) 232-9850, James V. Major, Exec. Dir.

**In-service training on cerebral palsy for students and teachers.*

**In-service training on education of the handicapped for teachers and health professionals.*

**Occupational therapy and physical therapy for handicapped children.*

NOTE: The information presented in this Directory is based upon data received from each organization at the time of printing (October 1981).

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(617) 262-1530



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